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## ENGLISH LANGUAGE LEARNERS' WRITING DIFFICULTIES

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# TO MY NEPHEW

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## Abstract

English language is taught in Algeria as a second foreign language. It has witnessed over years the implementation of several methods and approaches from Grammar Translation Method to the Audio-lingual Method going through Communicative Language Teaching until the Competency Based Approach that has been applied since the academic year 2003/2004. Some of our foreign language learners display a lack of motivation and interest to learn the foreign language as a whole; this may be clearly seen in their school results. In this work, the researcher will attempt to tackle one aspect of the foreign language learning process which is the writing skill. The latter is taught as a means at the end of rubrics and units or files and not as an end in itself. It is taught to see whether the pupils have assimilated a given language component. The present study consists of four chapters. The first one will deal with the English Language Teaching situation in the Algerian secondary schools, describing the three textbooks and speaking about both the learners' and teachers' attitudes towards English language learning/ teaching. The schools where the investigation was undertaken and the research tools will also be presented in the first chapter: the tools were mainly one questionnaire addressed to the third years (scientific stream), an interview meant for English language teachers and set of tests carried out in the classroom. The second chapter will be related to the literary review of the writing skill. The third chapter will include the analysis and interpretation of the results obtained from the questionnaire, the interview and the tests, while the fourth chapter attempts to give some recommendations for both teachers and learners for the aim of improving the learners' writing abilities.

**Key words:** English language teaching, foreign language learners, secondary school pupils, writing weaknesses, writing skills.

## List of Acronyms

1 AM : 1<sup>ère</sup> Année Moyenne. 1st Year Middle School.

1 AS : 1<sup>ère</sup> Année Secondaire. 1st Year Secondary School.

2 AS : 2<sup>ème</sup> Année Secondaire. 2<sup>nd</sup> Year Secondary School.

3AS : 3<sup>ème</sup> Année Secondaire. 3rd Year Secondary School.

4 AM : 4<sup>ème</sup> Année Moyenne. 4th Year Middle School.

CBA : Competency Based Approach.

CBLT : Competency Based Language Teaching.

EFL : English as a Foreign Language.

ELTs : English Language Teachers.

ESL : English as a Second Language.

FLLs : Foreign Language Learners.

FLT : Foreign Language Teaching.

L1 : Classical Arabic.

L2 : French.

S1 : Scientific Class 1.

S2 : Scientific Class 2.

SBA : Sidi Bel Abbès.

TL : Target Language.

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# **GENERAL INTRODUCTION**

## **General Introduction**

English today is viewed as an important language over the world in terms of use in various fields. It is an on-going process for many researchers. As the world we live in grows quickly, mainly with the development of science and technology, the language has imposed itself as a means through which news about man and his development is immediately communicated.

For this reason, our government devotes significant attention to the learning of this language in its respective educational systems. So, English is present at every level even for beginners in the Middle school as decision makers and syllabus designers reiterate its importance to encourage learners to master it. In the Algerian educational system, English ranks right after French (L2), i.e. it is a second foreign language (L3).

To learn English effectively, foreign language learners need to develop the four interrelated skills: listening, speaking, reading and writing. It is generally agreed that foreign language learners(FLLs) lack reading; the latter is prominent to enhance intellectual skills that may be used later for both speaking and writing productions. The four skills should be taught and used together to produce the language needed.

The listening skill is vital without which the learner cannot speak as both of them are connected. It is largely used by learners and by people in general in their daily life. Therefore, it is important to teach learners a good deal of listening tasks. Listening as a receptive skill in the same way as reading, they include understanding when reading or listening. We receive the language and decode its meaning to understand the message to be able to write and speak.

With regard to speaking skills, they cannot be developed unless learners are sufficiently exposed to listening. Further, the speaking skill is important because the ultimate goal of language is communication and the aim of speaking in a language is to promote communicative efficiency. That is why, teachers should have their learners to use the language purposefully.

Reading in the language learning process is as important as listening and speaking. Reading or written comprehension is a prominent receptive skill as learners are exposed to a variety of language forms. So, when the reading skills are raised, the other skills are raised too namely writing ones. Studies have asserted the fact of integrating reading and writing leads to their progress together, i.e. a regular reading practice in the classroom will result in the writing improvement. Reading helps writing but this is not true all the time for all learners because there are some texts which are not motivating for writing. In this case, teachers have to assign different texts and activities to stimulate their pupils to read and write.

Subsequently, learners have to be encouraged to listen, speak, read and write in the classroom since it is only place where they can practise the target language. Moreover, reading and writing should be taught together for learners are generally required to read before they move to the writing activities. In other words, reading precedes writing anyway.

Writing is precisely the core of this research. It is widely believed that it is the hardest skill for both teachers and learners. Very often, learners lose interest in writing because they view that they do not have the adequate vocabulary and grammar structures to be used for their written works.

Writing knew various ways of teaching throughout the different teaching methods; hence, in Grammar Translation Method it was given a considerable importance as the focus was on reading literature and writing rules of grammar in sentences and translating them into the mother tongue. While in the Direct Method, it was not given this importance since this method was essentially spoken not written. As for the Audio-Lingual method, writing continued to be marginalized because it followed listening and speaking that were taught with great attention, then came reading finally, writing. However, with the advent of Communicative Language Teaching, writing started to witness the importance expected and applied linguists recognized the prevalence of teaching writing for effective communication. The introduction of CBA in language teaching recently, gave the opportunity to syllabus designers to reflect on the four language skills to be taught with the same importance, hence the presentation of projects at the end of each didactic unit both in the Middle school and the Secondary school syllabi.

Writing is the productive skill which seems the most difficult one even for native speakers, since it includes not only a graphic representation of speech but also the representation and the development of thoughts in a structured way. It is a complicated task in the native language and writing in the foreign language is even harder as it demands a good command of vocabulary, grammar, spelling and mechanics. That is why, foreign language learners are often demotivated to achieve the simplest activities. One among the reasons that writing is so difficult may be the learners' ideas that have to be clearly presented in an organized way in addition to grammar and vocabulary.

Foreign language learners need to have enough general and intellectual skills to organize their ideas into logical, meaningful and coherent sentences and paragraphs, subsequently, communicate their message with clarity and ease to a larger audience than simply through face-to-face or telephone conversations. Writing is a means of providing a variety of classroom procedures. It helps learners in their vocabulary and structure grasp and complements the other language skills. It also enhances the learners' capacity to summarize and use the language correctly. To achieve that, they should start first by writing sentences as shortening a text or rewriting passages. Writing is a way of providing diversity because there is much learners can learn with writing; he/she can also notice his/her progress effectively.

The issue is that the learners come from the Middle school poorly prepared to write because they were not writing with the frequency expected. The curricula were so overloaded that English teachers could not devote enough time for writing. As a result, pupils did not have enough practice to develop their writing abilities. Foreign language learners must develop their writing skills as theoretically and practically speaking, writing is described as written production. Writing results from continuous practice using the target language in the classroom through reading for instance, because reading helps noticing grammar and vocabulary structures, think about them and use them appropriately. In this case, reading, thinking and writing skills are used at the same time as writing cannot be learnt alone. The ultimate goal of language learning is to make pupils able to understand and produce the language they need. That is to say, they have to learn to become autonomous in language use.

As for the Secondary school text books, though there is a variety of activities, (yet too many), secondary school learners still suffer from the low writing proficiency level. On the basis of the teaching experience at this level, the writing problems made the researcher reflect on this issue. The interest was with the third year secondary school scientific stream pupils, in five different schools in the Wilaya of Sidi Bel Abbes (urban and rural schools). The research questions raised by the researcher were:

- 1) Do 3<sup>rd</sup> year English language learners assimilate all that is presented in the curriculum?
- 2) What are the common errors made by pupils when writing a sentence or a paragraph?
- 3) What are the hindrances that prevent them from producing a correct piece of writing?

The hypotheses underlying the study may be stated as follows:

- 1) The curriculum elaborated for 3<sup>rd</sup> year level is overloaded; therefore, learners cannot assimilate every aspect of the unit and teachers cannot devote enough time for writing.
- 2) Spelling and grammar errors seem to be the most frequent at the sentence and paragraph levels.
- 3) The hindrances preventing some pupils from producing a correct piece of writing may be due to the absence of reading among them which entails the low writing proficiency level.

Accordingly, the objective of our research work is to contribute to find some solutions to help our learners overcome the difficulties met in writing and fostering them to read more.

The thesis is structured in the following way: the first chapter describes the English Language Teaching (ELT) situation in the Algerian Secondary schools with an emphasis on how writing is taught within Competency Based Approach (CBA), the project works that are found at the end of each didactic unit and how learners present them. Our work will be presented through a population of 159 pupils over 5 urban and rural Secondary schools in the Wilaya of Sidi Bel Abbes: Draa Fatima, Benmaissa

Bachir, DarAbid Abdelhamid, Said Ahmed (Ain El Berd) and El Wiam (Telagh). The research tools used were: one questionnaire addressed to 3<sup>rd</sup> year(terminale) learners, three written tests carried out at the end of each didactic unit and an interview for ten English teachers from different schools of SBA: SiEl-Haoues, Draa Fatima, Benmaissa, Ennadjeh, Dar Abid, Said Ahmed and ElWiam. The second chapter is related to the literature review of the writing skill and its relation with the other learning skills namely the reading skills. The third chapter will tackle the analysis and the interpretation of the results obtained from the interview, the questionnaire and the written tests while the fourth chapter attempts to give some recommendations for both teachers and learners for the aim of improving the learners' writing abilities.

# **CHAPTER ONE**

## **Chapter One: ELT Situation in Algeria**

### 1.1. Introduction

### 1.2. ELT Situation in Algeria

#### 1.2.1. Secondary School Course books

##### 1.2.1.1. At the Crossroads

##### 1.2.1.2. Getting through@

##### 1.2.1.3. New Prospects

#### 1.2.2. English Coefficients and Timetable of the Three Secondary School Years

### 1.3. Learners' Environment and Attitude towards Learning English

### 1.4. Teachers' Attitude towards EFL

### 1.5. Competency Based Approach and ELT

#### 1.5.1. How Writing is Taught in the Secondary School

#### 1.5.2. Learners' Needs

#### 1.5.3. Learners' Competencies

#### 1.5.4. Learners' Weaknesses

#### 1.5.5. Error Analysis

### 1.6. Schools

#### 1.6.1. Benmaissa (SBA)

#### 1.6.2. Dar Abid (SBA)

#### 1.6.3. El Wiam (Telagh)

#### 1.6.4. Said Ahmed (Ain El Berd)

#### 1.6.5. Draa Fatima (SBA)

### 1.7. Teachers' Profile

### 1.8. Learners' Profile

### 1.9. Research Tools

#### 1.9.1. Learners' Questionnaire

#### 1.9.2. Written Tests

#### 1.9.3. Teachers' Interview

### 1.10. Conclusion

## **1.1.Introduction**

This chapter highlights the English language teaching situation in Algeria within Competency Based Approach. English is taught/learnt from the first year (1AM) of the Middle school until the fourth year (4AM) and from the first year (1AS) Secondary school to the third year (3AS). Thus, foreign language learners have seven years of English instruction throughout which they are expected to develop their learning skills, competencies and strategies so as to be prepared for the University, the academic and professional life later. The chapter also describes CBA as a relatively new teaching method in the Algerian educational system and how writing is taught in the three secondary school years. Further, it presents the learners' and teachers' attitude towards English, learners' weaknesses at the writing level as it is the core of our research. To carry out our work, three research tools were utilized to analyze the data: an interview for secondary school English teachers, a questionnaire addressed to terminal scientific learners and written tests achieved in the classroom.

## **1.2 . ELT Situation in Algeria**

The objective of the educational system is to make the Algerian teaching open to the world in order to reassess language teaching, notably foreign languages, in the context of the development of science and technology.

Due to political, economic and social needs, Algerian people are motivated to learn English in the light of globalization which is important for Algeria to be integrated in modernity. Furthermore, English continues to be crucial particularly when it comes to carrying on research as the most-up-to-date bibliographical references appear in English. In this concern, it is believed that nowadays, any educated person over the globe who does not master English is deprived (in Medjahed, 2011).

English is instructed as a second foreign language in our schools. It is taught/ learnt only in the classroom context, i.e. when learners go outside the classroom, they do not practise the language anymore as it is the case of French, for instance, that is practised both at home and outside by some people.

English has been initiated in few Primary Schools as a first foreign language in the 1990s in Algiers, Annaba, Saida and SBA (Ben Badis.) Since then, the operation has not been generalized. It was introduced however in the first year (1AM) in the Academic year

2004/2005. Accordingly, pupils learn English with the aim to develop communicative and linguistic competencies from the first year Middle school. Belouahem states that the objectives of ELT as they may be envisaged by the Algerian authorities can be specified as follows:

- to provide the learners with a cultural experience via the English language. This will enable them to adapt a mature view of the world around them.
- to provide the learners with an ability to speak, understand, read and write the English language with sufficient accuracy and fluency to enable them to obtain access to the literacy, scientific and commercial worlds (Belouahem, 2008).

The teaching objectives are stated in the three course books: “At the Crossroads”; “Getting through@” and “New Prospects”. Let us have a glance at each of them.

### **1.2.1. Secondary School Course books:**

#### **1.2.1.1. First year course book: “At the Crossroads”**

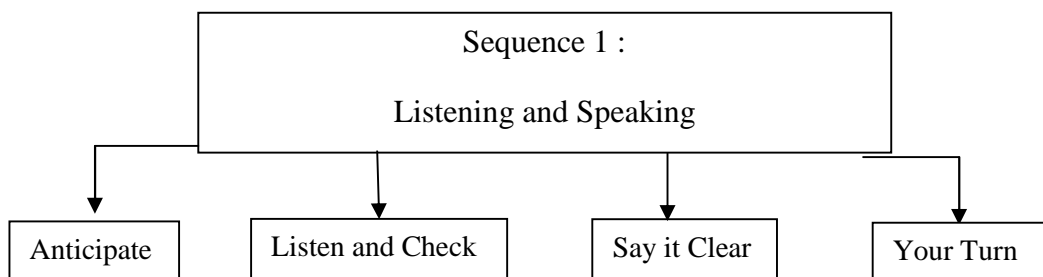
“At the Crossroads” includes five didactic units: ‘Getting Through’, ‘Once upon a Time’, ‘Our Findings Show...’, ‘Eureka’ and ‘Back to Nature’. Each unit consists of four sequences and three sections; the four sequences comprise: “Listening and Speaking”, “Reading and Writing”, “Developing Skills” and “Consolidation and Extension”. As for the three sections, they are: “Stop and Consider”, “Project Workshop” and “Check your Progress”. What should be stressed is that the three course books are project-based and the pedagogical materials cover a variety of activities that are completed by the learners during the instruction sessions. At the first year level, the Literary Stream covers the five units; whereas, the Scientific Stream covers only four, the theme of “Narration” is not included; this can be seen in table 1.1.

Themes/ Units	The Scientific Stream	The Literary Stream
1-Getting through	√	√
2-Once upon A Time	X	√
3-Our Findings Show...	√	√
4-Eureka	√	√
5-Back to Nature	√	√

**Table 1.1.1<sup>st</sup> Year Secondary School Syllabus**

Sequence one: Listening and Speaking:

Sequence one is composed of: ‘Anticipate’, ‘Listen and Check’, ‘Say it Clear’ and ‘Your Turn’, aiming at developing learners’ listening and speaking skills via a set of activities; these activities are destined to *listen and repeat*, *listen and reorder*, *listen and pronounce*, *listen and complete* or *listen and practice*; the sequence is represented in figure 1.1.



**Figure1.1. Sequence 1 Constituent Parts**

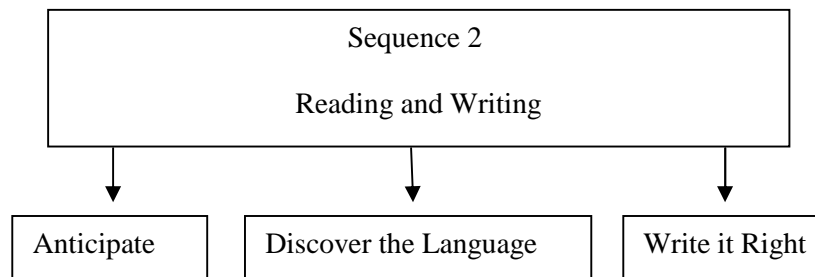
The first two sequences are: ‘Listening and Speaking’ and ‘Reading and Writing’.

These sequences follow the same pattern, each according to its own specificity. They aim to encourage students to anticipate before listening and reading, check out their predictions, communicate with the proper pronunciation, stress and intonation and practice language functions before producing a reasonable stretch of oral or written discourse(At the Crossroads, 2005).

Sequence two:Reading and Writing:

This sequence comprises: ‘Anticipate’, ‘Discover the Language’ and ‘Write it Right’, figure 1.2., throughout which pupils talk and discuss different areas of

communication, journalism and arts, science and pollution. This sequence covers comprehension tasks, grammar tasks to allow learners to practise sentence and paragraph structure.



**Figure1. 2. Reading and Writing Sequence Patterns**

Sequence three: Developing Skills: as shown in the title in this sequence, the pupils perform with specific objectives like writing application letter, concluding a survey, telephone conversations and problem solving situations.

Stop and Consider: In this section, there is a reminder of what was studied before, i.e. it highlights grammar points and structures and requires learners to practise within a set of activities.

Stop and Consider section that follows ‘Developing Skills’, provides for a training in the use of English based on the implementation of rules (of grammar, syntax, phonology) that illuminate aspects of the language which the students have come across either in the unit under study or even in the Middle school curriculum (At the Crossroads, 2005).

Sequence four: This sequence called ‘Consolidation and Extension’ includes two sub-titles: *Write it Out* and *Work it Out*. For these two rubrics, the learner appeals his acquired knowledge during the previous sequences to be exploited in writing and better their communicative competencies.

The ‘Project Workshop’ and ‘Check your Progress’ sections mentioned earlier are, naturally enough positioned at the end of the unit.

The former assigned to the students working as a group now-projects where they are expected to re-invest in an integrative way, the functions and skills acquired earlier. The latter, for its part, provides the students with the opportunity to assess their attainments through a series of exercises generally devised around a master-text that encompasses the thematic and didactic components of the units as a whole (At the Crossroads, 2005).

**1.2.1.2. Second year course book: “Getting Through @”**

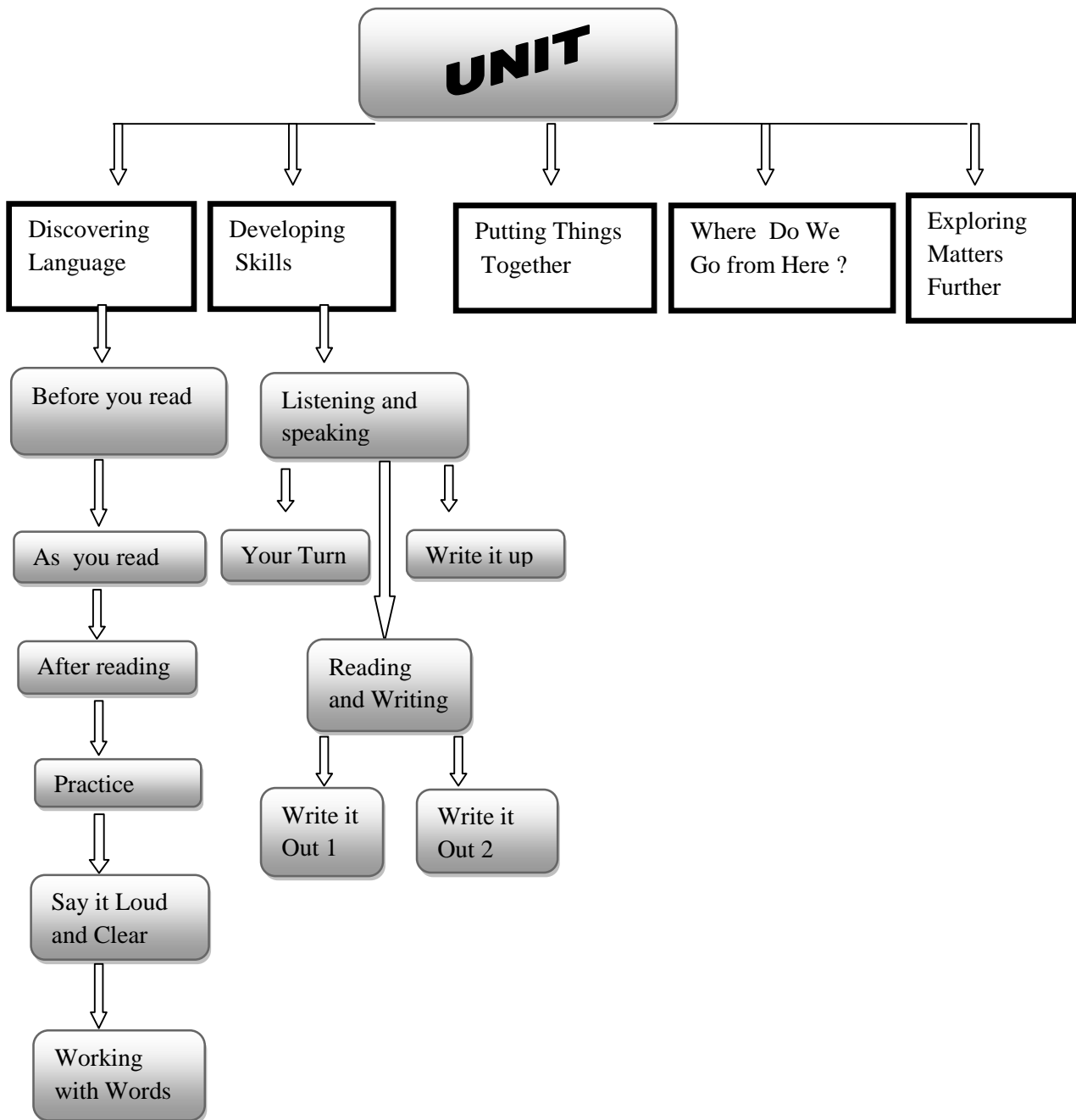
This English book is meant for second year pupils. It includes eight didactic units organized to continue to develop learners’ individual skills consolidating what was acquired in the first year. Table 1.2. states them.

Units	Sciences.Maths.Economy/ Management/Tech.Maths.	Letters and Philosophy / Foreign Languages.
1- Signs of the Time	X	√
1- Make peace	√	√
2- Waste not Want not	√	√
3- Budding Scientist	√	√
4- No Man is an Island	√	√
5- News and Tales	X	√
6- Science or Fiction	√	√
7- Business is Business	√	X

**Table1. 2. 2<sup>nd</sup> Year Secondary School Curriculum**

“Getting Through @” is an English course book for students in their second year of Secondary Education. It complies with the curriculum designed and issued by the Ministry of National Education in December 2005. It also keeps the procedures used in the First Year course book, “At the Crossroads”, relying as it does on the competency-based approach, which is both learner-centered and project oriented (Getting Through@, 2006).

Every unit covers five parts which are as follows in figure 1.3.



**Figure1.3.2<sup>nd</sup> Year Theme Constituent Parts**

a) Discovering Language: where pupils will deal with vocabulary, grammar, pronunciation and spelling to be used throughout each unit.

1) Before you read: involves pictures, maps related to the theme that will be dealt with in addition to some questions that allow learners hypothesize and predict what comes in the text.

- 2) As you read: its aim is to get learners comprehend the text, answer comprehension questions and check their answers of the questions asked in the previous part “Before you read”.
  - 3) After reading: entitled *Grammar Desk* aimed to consolidate grammar rules and structures dealt with so far. It includes questions from the text related to the grammatical structure meant for study.
  - 4) Practice: as it indicates, practice is meant to consolidate mainly grammar structures either by sentence completion, gap filling or putting verbs in their correct form and matching pairs.
  - 5) Say it Loud and Clear: in this part, pupils are provided with activities with the objective to develop their pronunciation skills.
  - 6) Working with Words: learners are offered a set of activities aiming at learning vocabulary.
- b) Developing Skills: authors write that here the learner will develop his listening and speaking abilities; he will get to communicate correctly and fluently in English. He will also learn to read and understand short and long texts (newspaper articles, poems...) and write reports, letters, stories etc. This section embraces two essential parts: listening and speaking, reading and writing (including two texts).

Here the students will build basic language skills as well as intellectual skills (thinking, guessing, anticipating, making hypotheses, analyzing, synthesizing, planning, monitoring progress, etc.) These skills are required for initiating work on projects and class presentations based on these projects (Getting Through@, 2006).

- 1) Listening and Speaking: the activities assigned here aim to get learners listen, predict and do through questions asked about the theme that will be dealt with. This section ends up with *Write it Up* where learners use the knowledge acquired to write either dialogues, paragraphs or letters...in pairs, groups or individually.
- 2) Reading and Writing: as for reading and writing part, it includes two different texts related to the theme; they start with questions describing the pictures presented to introduce the content of the text that follows.

The activities in this section emphasize grammar and writing practice where pupils use grammar structures to write newspaper articles, mails, re-ordering sentences into coherent paragraphs etc.

c) Putting Things Together: Here, we come to the project itself as an outcome of the constituents of language and of the skills acquired in each unit. The students will find guidance on how to get the project materialized. They will have the opportunity to combine primary and social skills and thus display their individual achievements (Getting Through@, 2006).

d) Where Do We Go from here? This rubric allows the pupils to check their progress throughout the unit and evaluate themselves through a variety of tasks.

e) Exploring Matters Further: This is the last part of the unit that contains various supporting texts which offer the opportunity to learners to learn more about the theme studied improving their vocabulary and grammar knowledge –extensive reading-

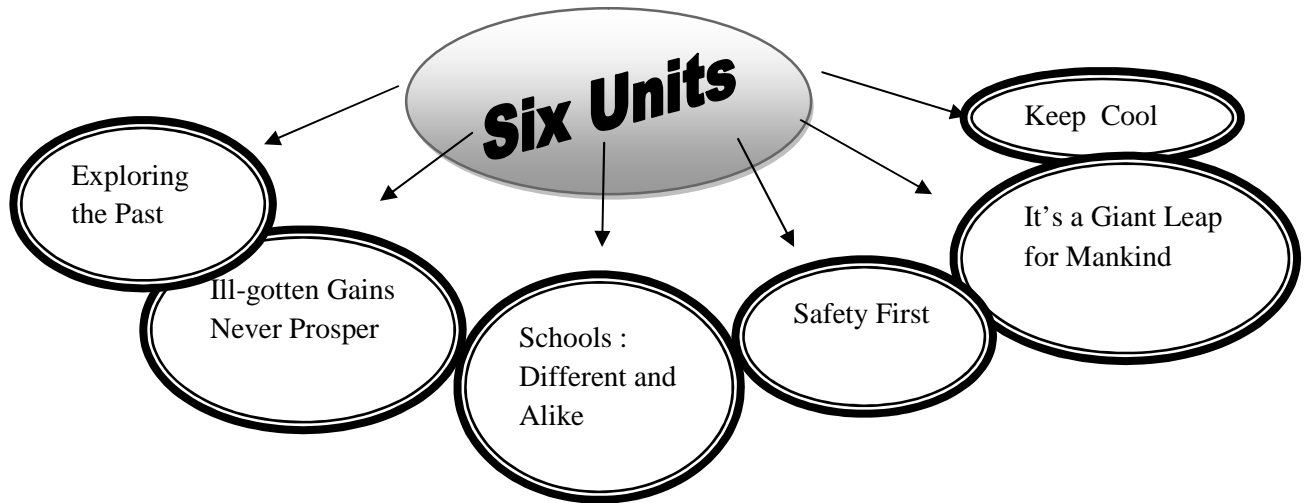
### **1.2.1.3.New Prospects:**

“New Prospects” complies with the new English syllabus for SE3laid out by the National Curriculum Committee of the Ministry of National Education in March 2006. Three major features of the syllabus have been given careful consideration in designing this book:

- a) The fact the Baccalauréat is exclusively of the written mode;
- b) The emphasis on a thematic orientation;
- c) The need to cater for the pedagogical requirements of all Baccalaureate Streams. Naturally, the overall approach remains basically competency-based, learner-centered and project-gearred (New Prospects, 2007).“New Prospects” is the last book designed for 3<sup>rd</sup> Years or *Terminal* learners.

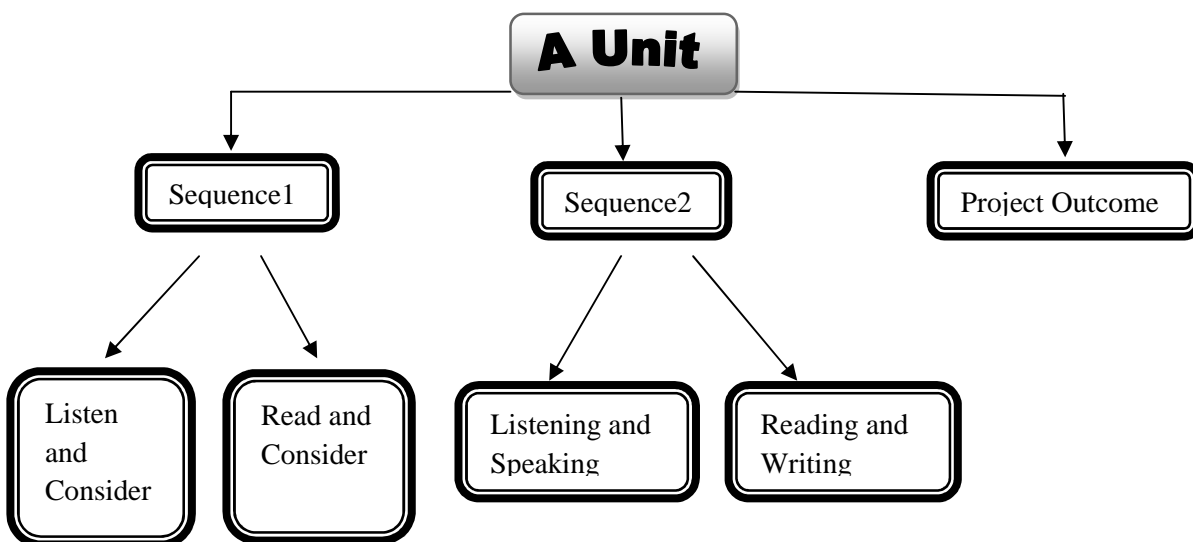
In this course book, language learning is viewed as a developmental process through which learners make errors as a natural part of that process and self-correct. New Prospects purveys a variety of activities where students are to notice,reflect and analyse how English is used. These tasks allow learners to interact and negotiate meaning in the classroom.

New Prospects covers six didactic units entitled: ‘Exploring the Past’; ‘Ill-gotten Gains never Prosper’; ‘Schools: Different and Alike’; ‘Safety First’; ‘It’s A Giant Leap for Mankind’ and ‘Keep Cool’. The latter are represented in figure 1.4.



**Figure1.4. 3<sup>rd</sup> Year Secondary School Syllabus**

The different units’ contents progressively develop in students the three competencies of interaction, interpretation and production that are involved in all areas of language (syntax, morphology, vocabulary, pronunciation and spelling) throughout the six units(New Prospects, 2006).The unit is divided as shown in figure 1.5.



**Figure1.5. Unit Organization**

Each unit is organized as follows:

- Presentation of the project outcome
  - Two parts: each of them includes two sequences, each of which contains two or three sections subdivided in their turn into rubrics.
- a) Sequence one: involves two sections: section 1: *Listen and Consider*, section 2: *Read and Consider*. See figure 1.6.

Section 1: *Listen and Consider* begins with language outcomes, which involves no task but is a preview of the language objectives to be achieved by the end of this section.

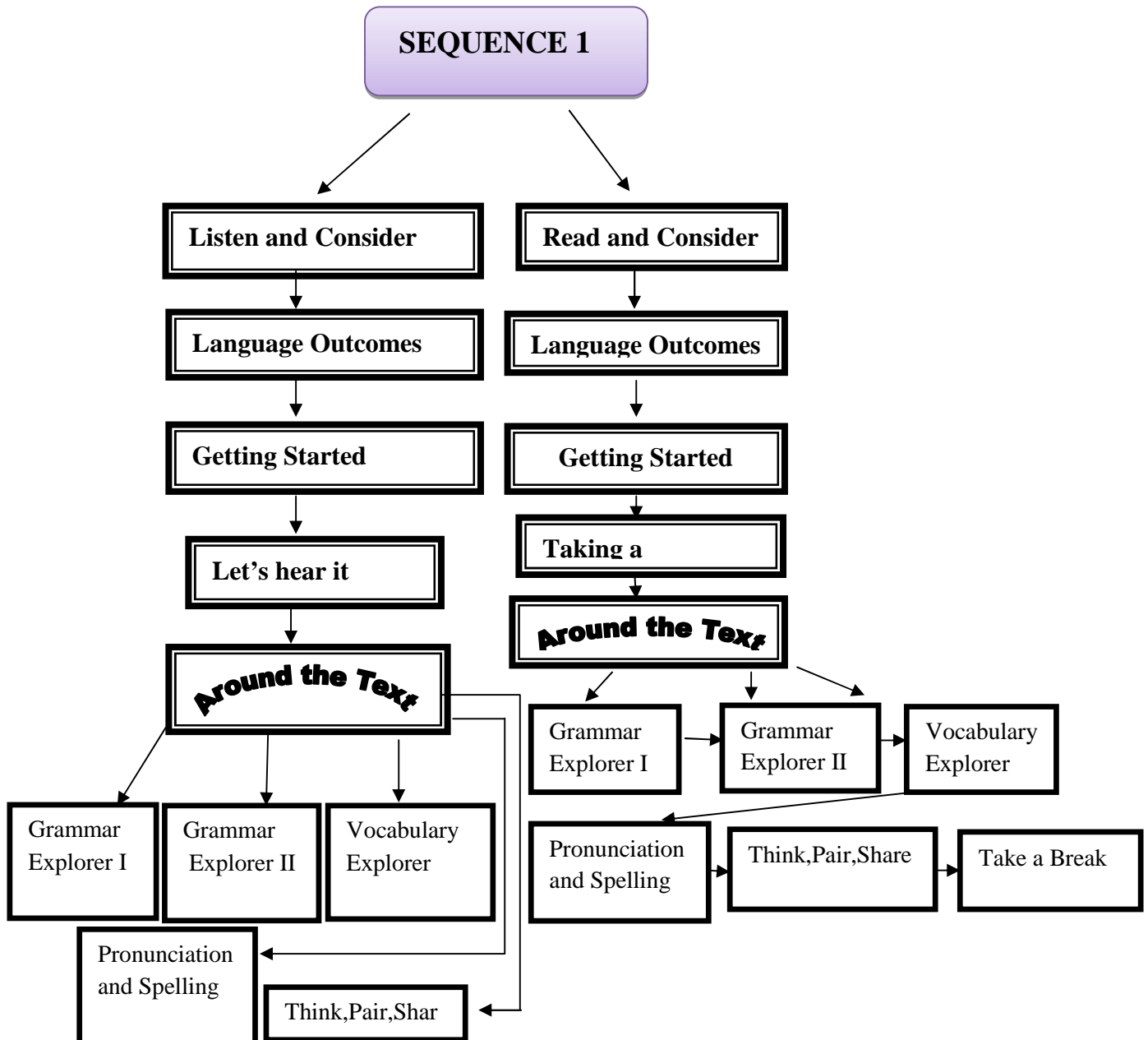


Figure 1.6. Sequence Constituent Parts

‘Let’s hear it’ follows ‘Getting Started’ and is for ‘Listen and Consider’ section. As for ‘Taking a Closer Look’, it is for ‘Read and Consider’ section and contains a text with comprehension questions. ‘Around the text’ encompasses grammar and vocabulary activities headed by ‘Grammar Explorer’ and ‘Vocabulary Explorer’. ‘Pronunciation and spelling’ is found in both ‘Listen and Consider’ and ‘Read and Consider’ rubrics.

‘Think, Pair, Share’ is for both sections where pupils work individually, in pairs or in groups. It allows learners to interact with each other and with the teacher and produce a piece of writing in the end: a dialogue, a short article, a description, a narration, a poem etc. that will be presented to the class.

Section 2: Read and Consider, it covers six rubrics; in this section a particular attention is paid to reading achievements not only for school study, but also for further studies: University.

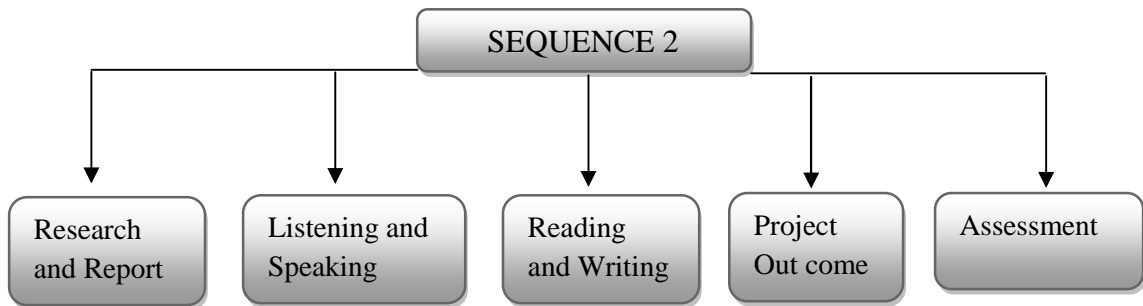
Language outcomes: is the first rubric which refers to linguistic objectives that have to be achieved and assessed at the end of the unit. The second rubric, ‘Getting Started’, is an introductory part to the text inviting the learners to a brainstorming to discuss the topic in question. The third rubric, ‘Taking a Closer Look’ contains reading the text and referential in influential questions, where the pupils read the text silently and individually. The text is explored through ‘Around the text’ rubric: Grammar Explorer and Vocabulary Explorer. Grammar Explorer includes three graded levels of activities (I, II, III) aiming at studying the grammar of the text.

‘Vocabulary Explorer’ studies word formation and new vocabulary for the aim of vocabulary building skills.

‘Pronunciation and Spelling’ rubric deals with language related tasks, specifically pointing to the phoneme-grapheme correspondence in English. The students’ attention is drawn here to the discrepancies existing between the pronunciation system and the spelling system in English. The students are invited to note down these while the teacher is reading the text aloud (Guide du professeur, 2007).

‘Think, Pair, Share’ emphasizes individual work, pair work and group work. The teacher intervenes when necessary. The last rubric, the sixth one ‘Take Brake’ is at the end of ‘Read and Consider’ rubric and is composed of light jokes, proverbs and songs etc. An intercultural dimension is added to this rubric as a means to pointing to other peoples’ experiences in their own milieus (Ibid, 2007). This is a time for pupils to breathe to be able to move to the following sections.

- b) Sequence two: five principal sections are involved in this sequence: ‘Research and Report’, ‘Listening and Speaking’, ‘Reading and Writing’, ‘Project outcome’ and ‘Assessment’. They are stated in figure 1.7.



**Figure1.7.Parts Constituting Sequence 2**

- a) Research and Report: deals principally with learners’ outcomes. The activities assigned are done individually, in pairs or in groups. A set of written/oral tasks are suggested: newspaper articles, short stories, poems, speeches public statements on a specific topic.

Just like ‘Think, Pair, Share’ the ‘Research and Report’ section encourages interaction, negotiation of meaning and it is a good preparation for the final task, i.e. the project.

- b) Listening and Speaking:encompasses four main rubrics. The first one:

Skills and Strategies part introduces the communicative objectives to be accomplished by the pupils. *Before listening*: the pupils are prepared in the pre- listening phase by a set of activities to predict the content. *As you listen*: the activities here request learners to listen for meaning and detail and check their expectations/inferences, confirm them or reject them. *After listening*: consists of intensive activities that allow pupils to form a plan from notes taken and summarize the content. After listening skills, speaking, reading and writing can be practiced.

Say it in Writing:

This is the natural follow up of the previous, receptive stage, as it allows learners to build confidence through the production of material related to the listening content. This rubric prepares the students for the next section ‘Reading and Writing’ (Guide du Professeur, 2007).

Reading and Writing: This section starts with *Skills and Strategies* outcomes defining the linguistic, cognitive and communicative objectives to be achieved and the levels of reception and production of an expected message.

*Before reading, As you read and After reading* stress pupils' use of skimming and scanning skills to make sense of authentic and semi-authentic materials. They are also required to identify the text structure and learn to infer meaning from context.

Writing development: in this last rubric, the learners have the opportunity to express opinions, give reasons and arguments. Learners are now equipped with sufficient vocabulary and grammar mastery in addition to coherence and cohesion that are essential elements in building a piece of writing. Besides, the writing activities suggested reflect real life tasks, such as writing simple reports, brief articles, formal and informal letters etc.

The project, the last learning-and-doing outcome will be focused on. We will convey more details about the project and how writing is taught within CBA later.

Finally, 'New Prospects' has been thought out in such a way as to instill in learners ease and confidence in their communicative use of English. The units of this course book offer a variety of activities reflecting real-life situations and prompting students to practise English in creative ways. Their consolidation of skills whether oral or written, is to be realised through a number of activities stemming from the competency-based approach. The objectives of such activities are clearly identified and explained at each stage of learning/ teaching (Guide du Professeur, 2007).

The tasks in question have cognitive aspects elaborated in accordance with Bloom's taxonomy of educational objectives. The surface levels involve knowledge, comprehension and application while the deeper levels of cognitive processing appeal to analysis, synthesis and evaluation. Every unit contains a number of tasks which have been designed to provide subject- matter knowledge, lower and higher order thinking skills, reading strategies and compositional skills (Ibid, 2007).

In the Algerian Secondary schools, English is taught from the first year until the third year with coefficient and time table allocation according to the streams and branches.

### **1.2.2.English Coefficient and Time Table Allocation**

Algerian Secondary school learners commence their academic year on the first week of September and finish the first term around the 21<sup>st</sup> of December. Then, start the second term on the fifth of January and end it by the 20<sup>th</sup> of March. Lastly, they begin the third term on the fifth of April and close it by the tenth of May.

On the whole, there are three terms of studies with twenty six weeks. As far as English subject-matter at the secondary school level is concerned, it is scheduled as follows in table1.3.

	Levels	Time Load		Coefficient
		Week	Year	
1 <sup>st</sup> Years	1 <sup>st</sup> Years Science common-core	3hours	78 hours	2
	1 <sup>st</sup> Year Literary common-core	4hours	104hours	3
2 <sup>nd</sup> Years	Sciences-Maths- Technique Maths- Economy Management	3hours	78hours	2
	Letters and Philosophy-	4hours	104hours	3
	Foreign Languages	4hours	104hours	4
3 <sup>rd</sup> Years	Sciences-Maths- Technique maths- Economy Management	3hours	78hours	2
	Letters and Philosophy	4hours	104hours	3
	Foreign Languages	4hours	104hours	5

**Table1.3.English Coefficient and Time table for the 3 Years**

*First year* Science common-core syllabus includes 78 hours of English study a year at the rate of 3 hours per week; literary common-core syllabus 104 hours at the rate of 4 hours a week.

*Second year* Sciences, Mathematics, Technique Mathematics, and Management pupils receive 78 hours of English study per year at the rate of 3 hours a week; however, Letters

and Philosophy and Foreign Languages learners have 104 hours a year at the rate of 4 hours a week.

*Third year* Science, Mathematics, Management and Technique Mathematics receive 78 hours of English instruction a year at the rate of 3 hours a week. As for Letters and Philosophy and Foreign Languages, learners have 104 hours of English instruction per year at the rate of 4 hours a week.

Talking about the English coefficient, it has been programmed as follows:

**Common-core:-First year**Scientific Stream: 2

**-First year**Literary Stream: 3

**Second year:** -Sciences, Mathematics, T.M. and Management: 2

-Letters and Philosophy: 3

-Foreign Languages: 4

**Third year:** -Sciences, Mathematics, T.M. and Management: 2

-Letters and Philosophy: 3

-Foreign Languages: 5; we will notice the repercussions of the time table and the coefficient later in the third chapter when dealing with the research instruments.

What is to be emphasized that the class size differs from school to school and from rural schools to urban ones, hence, it is noticed that rural classrooms are less crowded than urban classrooms. Classrooms size, learning environment, living conditions and teachers and learners' behaviours may affect learners and teachers' attitude positively or negatively towards English.

### **1.3.Learners' Environment and Attitude towards Learning English**

Environment is an important element in learning a foreign language and gaining skills. One cause of learning deficiency in learning FL is that there is no effective relation between foreign language learners and the society where the TL is spoken. Several studies have affirmed that the learners' language success depends on their interest, motivation and environment surrounding them. It is undeniable that the impact of these natural parameters

on their language achievements is important. Besides, FLT's have the task to develop their learners' skills by creating the suitable atmosphere and stimulating their language interest, motivation for English usage and practice since the classroom remains the sole place to immerse pupils in learning English.

Furthermore, Wattana et al., (n.d.) declare that from several years of teaching, the researchers have noticed that learning English is closely related to the attitudes towards the English subject.

The word attitude derives from the Latin root 'aptus' meaning suited or fit (Khatir, 2009). As for the Longman Dictionary of Applied Linguistics and Language Teaching it defines language attitudes as the attitudes which speakers of different languages or language varieties have towards each other's languages onto their own language.

Shameen points that expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning (Shameen, 2015).

Additionally, according to the Concise Oxford Dictionary, attitude is a "settled behaviour", as indicating opinion or a "settled mode of thinking." It is also defined as a hypothetical construct used to explain the direction and persistence of human behaviour. Similarly, Inal et al (2003) state that attitude refers to our feelings and behaviours towards learning.

That is why, several studies emphasize the importance of learners' attitudes towards learning as a second or foreign language hence,

Attitudes have also been an important and variable in applied linguistics and language learning research. They are demonstrated to affect the language learning/ teaching process, whether positively or negatively, giving their impact upon learners' behaviours, moods and overall achievements (Merrouch, 2014).

Further, Crystal, (2003) stated that attitudes towards a language were likely to have been developed by experience, and were subject to change.

From what was cited above, we may understand that foreign language learners can display positive as well as negative attitudes towards learning EFL depending on their interest, opinions, beliefs, and behaviours.

It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language

learning. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes (Abidin, 2012).

Lakshmi, states that especially in education, if the students have positive attitude towards any subject, they can achieve many things in that specific area. There is an interaction between language learning and the environmental components in which the students were grown up. Both negative and positive attitudes have a strong impact on the success of language learning(Lakshmi, 2013).

With regard to the close connection between attitude and motivation to learn EFL, it is viewed that language learners' attitude is one of the most important factors that impact on learning language. ESL/EFL learner's attitudes towards language learning have an influence on his/her motivation in the language learning process.

Accordingly, it is stated that learners' motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself (Zareian et al,2014).

#### **1.4. Teachers' Attitudes towards EFL**

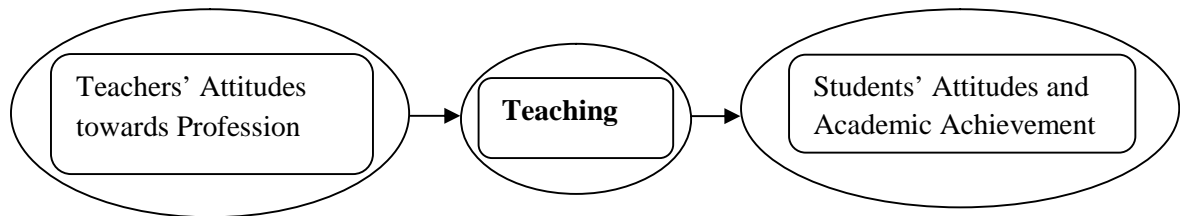
EFL is taught in Algeria from the first year Middle school that is why, it is a vital part in the teaching- learning process. One of the most important objectives of the Algerian Ministry of Education is to enhance the teaching-learning process and to raise the teachers' performance in the classroom.

Effective classroom teaching practices are based on sensitivity to, and concern with class level and progress, teachers' preparation, organization of the course, and the teachers' stimulation of interest in the course of subject matter and instructional strategies, i.e. course preparation and organization of the class(Smadi et al,2013).

It is believed that in effective classroom teaching practices, there should be focus on these important domains: instructor interaction and feedback, clarity, coaching and collaborative learning (Smadi et al., 2013).

Furthermore, Smadi et al., (2013) state that each teaching dimension plays a vital and complex role on students' cognitive and affective development and teacher's performance. The latter is tied to several parameters such as attitudes, self-efficacy, motivation, knowledge level and experience. Attitudes also include three elements: cognitive, affective and behaviour. The cognitive element refers to the learner's thoughts and beliefs about the language; the affective element relates his feelings about it and the behaviour refers to his view to prepare a plan in the language. .

Besides, attitude means the individual's prevailing tendency to respond favourably and unfavourably to an object, negatively or positively, teachers' attitudes have a strong impact on the language teaching process. Figure 1.8. represents that:



**Figure1.8. The Relationship between Teachers' Attitudes and Teaching Process**  
(Adopted from Hussain, S; Ali, R; Khaul, S; Ramzan, M; Zaghan, Q. 2011)

What is noticed in the above figure, that teachers' attitudes towards profession have significant influences on language teaching success on students' attitude and academic achievements. It can be concluded that the quality of students' learning outcomes are highly related to teachers' approaches to teaching which are directly affected by the teachers' attitudes of teaching.

It is prominent to admit the fact that positive attitudes towards foreign language rise the FL teaching process success; on the contrary "negative attitudes towards the foreign language, which often comes from stereotypes and superficial contact with the target culture, can impede the learning of the language". In addition, Smadi affirms that when teachers with positive attitudes experience success in their language teaching behaviour, the attitudes are reinforced, whereas, teachers with negative attitudes may fail to progress language teaching. Freeman maintains that attitudes are such important factors that they can be considered the cause of teachers' success or failure. The way teachers see themselves in relation to their work is an attitudinal factor that has been overlooked.

Thus, pupils' achievements depend mostly on their teachers; on the same line of thought, Smadi thinks that they are the most significant agents of change in the educational reform (Smadi, 2013).

Similarly, teachers' efficacy has been linked to many positive teacher behaviours and attitudes as well as students' outcomes and attitudes (Sabokrouh, 2014).Accordingly, both teachers' attitudes and learners' attitudes towards foreign language teaching/ learningprocess are vital and inter-linked for the FL learning process success.

Foreign language teaching/learning process is achieved in the Algerian schools under Competency Based Approach, the new teaching method that has been introduced in the Algerian Educational system in the Academic Year 2003/2004.

### **1.5. Competency Based Approach and ELT**

Competency-Based Approach originally C.B.L.T (Competency Based Language Teaching) was first initiated in the USA during the 1960s in the professional domain for immigrant workers to facilitate their integration into the New World.

CBLT has spread since the 1970s, an approach that has been widely used as the basis of the work design and the planning of language teaching programmes.

Basic skills in this approach are taught to prepare students for different life situations they may encounter. Recently, this approach has been implemented in many countries, among which Algeria where it is embraced by the Educational system (Primary, Middle and Secondary school levels).

CBLT or CBA focuses on learners, i.e. it is rather learner-centered because it is characterized by the learners' outcomes of learning. Some features were identified in the implementation of CBLT programmes in language teaching:

- a) An emphasis on successful functioning in society. The aim is to make learners able to become autonomous individuals capable of coping with the requirements of the world.
- b) A focus on life skills. Rather than teaching language as a function of communication about concrete tasks, pupils are taught just those language skills demanded by the situations in which they will function.
- c) Task or performance-oriented teaching: what is important is what learners can do as a result of instruction. The focus is on overt behaviours rather than on knowledge or the ability to talk about language competencies.
- d) Modularized teaching. Language learning is divided into meaningful chunks. Objectives in their turn are broken into sub-objectives so that both teachers and learners can see progress clearly.
- e) Outcomes are explicit. They are specified in terms of behavioural objectives so that learners know what behaviours are expected of them.

- f) Continuous learners' assessment. Pupils are pre-tested to determine what skills they lack and post-tested after instruction on that skill. If they do not achieve the desired level of mastery, they carry on work on the objective and are re-tested.
- g) Individualized, learner-centered-teaching. In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula.

Likewise, because of globalization era and the need of competencies from the educational world, people adopted competency based education which is principally based on the notion of communicative competence:

- Grammatical competence, related to linguistic competence and grammatical and lexical ability.
- Socio-linguistic competence, related to the understanding of the social context in which communication occurs, including role-relationship, the shared information of the participants, and the communicative purpose for their interaction.
- Discourse competence, related to the interpretation of one's message elements and the inter-correctness of the meaning of the whole message in the social context.
- Strategic competence, related to the coping strategies that the communicators use to initiate, maintain and redirect communication.

In CBLT, both the teacher and learner have their important role, hence, the teacher adjusts the activities according to his learners' needs, provides positive feedback correcting his pupils immediately and the learner sees the relevancy and usefulness of the activities: -sometimes, the learner asks his teacher to readjust the activities or readopt them- in addition, the learner has to state the learnt behaviour –a good performance being active in the classroom and able to transfer knowledge from one setting to another.

Speaking about competencies, we may define a competency as a “know-how to do” and a “how-to-act”. Learners should be taught how to use language in simple everyday situations based on strategies such as motivation, know-how, problem-solving tasks, interaction and negotiation.

A know-how-to-act process which integrates and mobilises a set of capacities and skills and an account of knowledge that will be used effectively in various problem-

solving situations or circumstances that have never occurred before, i.e. a competency continues throughout and beyond the school curriculum (in Medjahed, 2011).

Accordingly, CBA aim is to prepare more competent learners to be able to relate what they study at school to their everyday life. They should be able to solve their life problems relying on what they learnt in school (Benadla, 2013).

To achieve the learning process, “*the learner learns how to learn*”. In other terms, he learns how to master some cognitive and meta-cognitive strategies that enable him to learn by himself (Ibid, 2013).

Since this method is introduced in at the early stages of learning and the pupils are trained since the first year Middle school to communicate, they use their linguistic knowledge actively, they are no longer passive learners and their teacher is less directive and instructive and more facilitative.

CBA or CBLT emphasizes learners’ abilities as speakers, listeners, readers and writers. Learners achieve their tasks competently and confidently which can be motivating and inspiring for teachers. Our concern stresses the four skills: listening, speaking, reading and writing, more importantly writing. So, how is writing taught in the secondary school within CBA or CBLT?

### **1.5.1. How Writing is Taught in the Secondary School within CBA**

Writing is one of the four skills that learners have to develop to communicate in English language. Learners write to yield a message. Writing under CBLT in the three text books is presented either in the form of activities –tasks in the end of the sequences or project-works in the end of the unit as it is the case of the first year (1AS): *Say It in Writing* which is the last step of *Listening and Speaking* sequence where pupils are required to write short paragraphs to give opinions, review of a book,...

As for sequence 2, *Reading and Writing*, the last step of ‘Write it Out’ or ‘Write it Right’ where pupils are provided with cues, vocabulary items relevant to the theme dealt with and are required to write down descriptions (of daily activities, country...), reports, sentence re-ordering to get coherent paragraphs or gap filling tasks, letters.

Concerning the second year textbook (2AS), the written activities are re-arranged in:

- a) *Write it right*: the last stage of 'Discovering Language' rubric where pupils are given cues and are asked to complete sentences, correct passages using the right tense, narrate an event –a disaster- (with the simple past, past perfect...)
- b) *Write it up*: at the end of 'Listening and Speaking' rubric. At this stage, most of the time pupils work in groups, prepare drafts, exchange ideas, use given guidelines and write: presentations, letters, dialogues...
- c) *Write it Out*: this is a central stage since pupils use adjectives, adverbs, articles, verb tenses, subjects, link words, in correct sentences, all grammar points they have already studied to write sentences or paragraphs.

Pupils are provided with a variety of activities as writing reports, letter, and rewrite correct sentences-passages- speech.

Likewise, the 3<sup>rd</sup> year (3AS) text book embraces a set of various written activities that can be stated as follows:

- a) *Think, Pair, Share*: a rubric presented at the end of 'Listen and Consider' and 'Read and Consider' sequences. As its name indicates it, the work is done individually, then in pairs or groups where pupils jot down ideas then join their mates to write the final draft. The latter may contain: arguments, talk about a given topic, an opinion article, personal feelings, speech about possible changes, expository presentation (essay).
- b) *Saying it in Writing*: in this activity in the end of 'Listening and Speaking' sequence, learners brainstorm ideas to prepare drafts on: argumentative speech, plan an ideal school and here they learn how to draw a spider map, discussion on ethical behavior that will be reproduced into a coherent written paragraph or narrating an event on ancient civilizations...
- c) *Writing Development*: this rubric is the last step of 'Reading and Writing' sequence. In its turn, it revolves around a number of activities where pupils use their thinking and writing skills in addition to all the pre-requisites acquired throughout the unit. Pupils in this rubric learn how to draw diagrams, select ideas, when to put the topic sentences, supporting sentences, how to conclude beside cohesion and coherence, learn how and when to avoid repetition, pay attention to the sentence structure, exchange

drafts. What is proposed in this rubric is how to write an expository article, statement, story, a review article of a film or book of pupils' choice.

As stated earlier, CBA stresses learners' outcomes-outputs- rather than the learning process itself. Writing is the output or the teacher feedback that the learner should be aware of; it is believed that the importance of writing can be enhanced if we use it for learning all the language skills (in Bader, 2007). This is the case of our secondary school learners where writing combines what has been learnt: listened to, spoken and read. Thus, writing is not taught in isolation but with connection with the other skills, that is why, what is expected from our learners at the end of each year is that they should express their ideas coherently, correctly and pertinently.

The last part of the unit of each curriculum-1ère AS-2ème AS-3èmeAS- and the most significant one is the project work as CBA is project-based, where pupils are required to:

- use all their skills to realize their work;
- make significant research relevant to the theme of each unit;
- reproduce what they have learnt and found successfully;
- be aware of textual organization, pertinence of ideas, correctness and creativity of what they use;
- preferably write with their hands rather than type on computer to be conscious of the eventual mistakes that can be made. The project work is done collectively, so each group member (maximum 5 members) should agree on the tasks assigned to each of them. Project-based approach concretizes the integration of not only the four skills but also language, culture, experience and learning strategies (Bilash, 2009).

Coming back to the three curricula, each of them involves a project-work related the theme suggested for the unit, hence the first year curriculum contains five projects, the second year curriculum, eight projects and the third year six projects. We are concerned more with the third year as it is the core of our research. The projects assigned in the third year textbook are as stated in "Guide

du Professeur” visible and assessable manifestation of the students’ competencies, i.e. the result of their command of language and of the skills and strategies they have acquired throughout the unit (Guide du Professeur, 2007).

Project-work activities, most of the time, take place outside the classroom. The students enquire about where and how they will get the information they need. (The internet, a survey, an interview?... ) and about the equipment they may want to use (cassette recorder, picture, camera, drawings?... ) as well as the places (a museum, a business company?... ) they may have to visit. This is where the feedback of the students is made use of in a relational and efficient way (Ibid, 2007).

The purpose of the project approach is to help the student (or a group of students) work with a teacher in formulating objectives and developing techniques to carry on independent work in the medium of English. It is an approach in which indirect teaching is employed, and evaluation focuses upon both the process as well as the product of the students’ work.

CBA with its techniques and tasks seeks to meet learners’ needs: communicative and linguistic ones, to reach the objectives traced for each didactic unit in the three secondary school Academic years.

### **1.5.2. Learner’s Needs**

Recently, EFL/ESL teachers have been increasingly identifying their learners’ needs. Learners’ needs have to do with the aims of the course book, i.e. needs analysis aims at identifying general and specific language needs that can be applied in developing goals, objectives and content in a language programme. While identifying the learners’ needs, several basic factors ought to be considered as who the learners are, their present level of language proficiency, teachers and learners’ goals and expectations, the teacher’s teaching skills and level of proficiency in the target language. Such parameters will have to inform the method and techniques used in class as the materials designed to be implemented in order to achieve the best results (Belouahem, 2008).

Secondary school pupils’ needs vary from one stream to another-Scientific stream and Economy, Management- to Literary and Foreign Languages stream-

Some of the learners won't need English for future life while others will need it for further studies. So, they will continue to learn English for oral and written communication. Learners also need their thinking capacities and skills for interaction, interpretation and production to develop their communicative and linguistic competencies.

### **1.5.3. Learners' Competencies**

ELT has always been present in our educational institutions to meet learners' needs and search the most suitable method to be implemented in the classroom. So, our learners feel necessary to learn it to improve their mental, linguistic and communicative competencies.

FLLs come to the secondary school equipped with linguistic and communicative competencies that need to be developed according to the curricula. Learners are expected to speak English more or less appropriately and read it in its written form, i.e. texts in their different forms: descriptive, narrative, expository...They are also supposed to recognize the different parts of a sentence and differentiate the verb tenses.

However, our pupils actually display some weaknesses that need to be taken into account and for which a remedy should be thought of.

### **1.5.4.Learners' Weaknesses**

Speaking about the writing skill, the problem encountered at the secondary school level is that our learners are still not able to write appropriately both at the sentence and the paragraph levels. This may be due to poor linguistic knowledge. In addition to that, our learners lack coherence and cohesion in sentence structure, organization and presentation of pieces of written production. This reason urges ELTs to be more present with their pupils in the classroom for guidance, advice and correction.

### **1.5.5. Error Analysis**

The capacity to produce a well written piece is not as easy for our learners as one may think because writing competencies must be practised and learnt through experience(Myles, 2002).

Writing involves composing which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum set of activities that range from the more mechanical or formal aspects of writing down on the one end to the more complex act of composing on the other end (Myles, 2002).

It is probably that the act of writing especially in FL that may create problems for FFLs.

Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in a two-way interaction between continuously developing knowledge and continuously developing text (Myles, 2002).

Most EFL learners studying in high schools have writing skills; however, the ability to write in EFL- without forgetting that English in the Algerian context is a **second** foreign language- may be challenging. L1 among our learners has significant influence on FL writing which leads to writing problems noticed in learners' works. As most of them are writing, they transfer from L1. Firstly, they write without passing by the pre-writing stage. Secondly, when writing, they reflect in Arabic (L1) and produce in English and thirdly, coming to the revision step, they revise superficially, they do not consider the errors that may exist in their writing. Additionally, learners who are less skilled in their native language, writing may not have enough skills and strategies to be transferred to FL writing.

Those kinds of problems are due to some factors as social and cognitive ones.

Both social and cognitive factors affect language learning. Exploration of social factors gives us some idea of why learners differ in rate of L2 learning, in proficiency type (for instance, conversational ability versus writing ability), and in ultimate proficiency (Ellis, 1994 in Myles, 2002).

In short, learners continue to exhibit errors in their writing for the following social reasons: a) negative attitudes toward the target language; b) continued lack of progress in L2; a wide social and psychological distance between them and the target culture (Myles, 2002).

Concerning the cognitive factors, it is difficult to acquire academic vocabulary and discourse style but as learners internalize the language they eliminate errors gradually since written or oral communication is an active mental process.

According to Myles, Anderson's (1985) model of speaking and writing for language production can be divided into three stages:

- a) Construction: in which the writer plans what he/she is going to write by brainstorming, using a mind-map or outline.
- b) Transformation: in which language rules are applied to transform intended meanings into the form of the message when the writer is composing or revising.
- c) And execution: which corresponds to the physical process of producing the text. The first two stages have been described as setting goals and searching memory for information, then using production systems to generate language in phrases and constituents (O'Malley and Chamot, 1990 in Myles, 2002).

An organized piece of writing-composition, for instance- is required for effective yield of meaning, (a meaningful composition). Coherence difficulties may be due to the lack of knowledge of how to organize a paragraph. At the level of revision, which is a cognitively demanding task for L2 learners because it not only involves task definition, evaluation, strategy selection and modification of text in the writing plan (Grabe and Kaplan, 1996), but also the ability of students to analyze and evaluate the feedback they receive on their writing (Myles, 2002).

Due to the difficulty of the writing process in a foreign language, learners often see it hard to follow and apply the above stages for a written product. This may be caused by the environment which sometimes is frustrating; when learners are under such feelings, this will affect their performance. In other words, when FLLs are assigned a written task, about a given topic and they are under certain pressure, this may influence their performance when preparing their written product-may fall into errors.

Another cognitive element connected to writing error is language transfer. It is stated that transfer is defined as the influence resulting from similarities and

differences between the target language and any other language that has been previously acquired. The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language forms and their overuse (Ellis, 1994 in Myles, 2002).

Behaviourist accounts claim that transfer is the cause of errors, whereas from a cognitive perspective, transfer is seen as a resource that the learner actively draws upon in inter-language development (Selinker, 1972). That means, the L1 can have a direct effect on inter-language development by influencing the hypotheses that learners construct (Myles, 2002).

FLLs always try to translate from L1 into the target language when writing a paragraph. Besides,

they also tend to over generalize the rules for stylistic features when acquiring new discourse structures. In addition, learners are often unsure of what they want to express which would cause them to make mistakes in any language. Finally, writers in L2 might lack familiarity with new rhetorical structures and the organization of ideas (Carson et al, 2001 in Myles, 2002).

Thus, FLLs with the help of their teachers have to develop self-correction and a good feedback which is of prominent importance, to improve both language and writing skills. Without the feedback, the recurrent mistakes in the written products cannot be avoided and corrected consequently.

## **1.6.Schools**

The secondary schools where the work was conducted were chosen randomly inside and outside Bel Abbes, i.e. urban and rural schools. They were five:

### **1.6.1.El Wiam School, Telagh**

El Wiam is a secondary school situated in the South of SBA, and in the centre of Telagh. It opened up in 2002. It consists of 1000 pedagogic places. It involves 23 rooms of which 22 are utilized, 6 laboratories, 4 workshops, 2 computer laboratories and an Amphitheatre. It can count 500 pupils, 50 boarding pupils-girls-, 22 pedagogic groups, 21 pupils per group. The global number is 500 pupils, 300 are girls; there are also 11 administrators. Most of the pupils come from surrounding villages: Tighalimet, Tefessour, Dhaya, Sidi Chaib and Louza.

According to their teachers, their English level is quite good mainly those coming from Dhaya and Sidi Chaib.

#### **1.6.2.Said Ahmed School, Ain El Berd**

It opened its gates in 2008 with boarding system. It is situated in Ain El Berd-commune- on the route of Oran, northern Ain El Berd. It is composed of 18 pedagogic classrooms, 4 laboratories of Natural Sciences, a computer laboratory and an Amphitheatre. It includes 800 pedagogic places. It is also composed of 18 groups -21 pupils per group- The global number is 370 among them 220 boarding ones. As for teachers, there are 34. Most of the pupils come from modest living conditions (farmers). 1<sup>st</sup> year secondary school pupils come from Ain El Berd and Sidi Hamadouche Middle Schools.

#### **1.6.3.Benmaissa School, SBA Town**

This school is situated Western SBA, in the middle of popular quarters from a modest social stratum, most of its inhabitants are workers. The first years come from Chaa A.E.K. Middle School. It opened in 1994. It counts 100 pupils extern day school system. It consists of 18 rooms, 6 Natural Sciences laboratories, 1 computer laboratory, and one Amphitheatre, 18 pedagogic groups -30pupils per group. The whole number is 550 pupils from different social strata, 310 girls. The school counts 39 teachers.

#### **1.6.4.Dar Abid School, SBA Town**

Situated in the East of SBA town, next to Zeddour Brahim School and opposite Inal Sid Ahmed School. Its pupils come from Aissat Idir Middle School. It opened in 1992with extern day school system. It involves 1000 pupils, 18 classrooms, 6 Sciences laboratories, 2 computer laboratories, and one Amphitheatre. 23 groups, each group contains 34 pupils. The whole number is 800 pupils among them 510 girls. There are 55 teachers.

#### **1.6.5.Draa Fatima School, SBA Town**

It is nearly located in the centre of SBA town, next to Ennadjeah School with an extern day school system. It counts 18 rooms, 4 Sciences laboratories, 2 computer laboratories; 22 groups with 32 pupils per group. The whole number is

730 pupils, 350 girls. The school consists of 48 teachers. Pupils come from Bensaad Djilali Middle School, and Ibn Zeidoun Middle School. Pupils are from different social strata.

### **1.7. Teachers' Profile**

Concerning the secondary school English teachers-10 teachers-, they are 4 to 5 teachers per school. They hold University degree-PES- Professeur D'Enseignement Secondaire. Some graduated from Oran University, some others from SBA University, English Department. On the other hand, they differ in terms of teaching experience and age. They were selected to collaborate with us and they really were collaborative. Most of them have a negative view of the English teaching situation in Algeria as it is clearly stated in the Baccalaureate Exam results. They claim that they deploy great efforts and devote much time to their teaching of English as a whole and writing in particular. They complain about the working conditions inside the classrooms and the pupils' demotivation vis-à-vis learning English, thus their low proficiency level and their negative attitudes towards foreign languages especially English. Senouci, states that what is more is that the syllabus is both overloaded and its content is beyond the reach of most secondary pupils. They can only lead to a lack of motivation and a loss of concentration among pupils (Senouci, 2012).

### **1.8. Learners' Profile**

Secondary school learners are central in the learning process and their collaboration in our investigation was prominent. It is stated that learners' collaboration is one way of ensuring a variety of perspectives on the situation being studied (Senouci, 2012).

To accomplish our task, a considerable number of third year scientific pupils were randomly selected from five different schools-149 pupils- The age range was between 17 and 20 years old except few of them who were repeating the year (21 years old). They obviously study other matters with different coefficients and time table. It is worthwhile to talk the pupils' socio-economic background because we noticed that those coming from villages had a better language proficiency level despite their modest living conditions.

## **1.9. Research Tools**

To achieve our investigation study, a set of research tools were utilized to elicit information from our participants: teachers and learners. Those tools consisted of:

- A questionnaire administered to our third year scientific pupils ;
- An interview meant to English teachers;
- A set of written tests carried out in the classroom at the end of didactic unit.

### **1.9.1.Pupils' Questionnaire**

The questionnaire is a fruitful way to get information, that is why, it was meant for our third year learners to know:

- Their English level after 6 years;
- How they find learning English at school;
- How well they read and write in English;
- Whether they meet difficulties in writing and what the reasons are;
- Whether they recognize the importance of reading and its impact on the writing skills.

The learners were requested to answer 10 questions from which some important and interesting information was collected. The details of the answers will be treated in the chapter of analysis.

### **1.9.2. Written Tests**

As far as written tests are concerned, the pupils underwent a written test at the end of each didactic unit during the academic year 2013/2014. Those tests varied from writing paragraph to complaint letter going through dictation. The tests carried out in the classroom, were intended to see first to what extent our learners could write alone, second be pertinent in writing and third be cohesive and coherent at the sentence and paragraph levels.

### **1.9.3. Teachers' Interview**

The teachers were requested to give us responses to 7 precise and clear questions about:

- Learners' motivation to learn English;
- Difficulties encountered when reading and writing in English;
- Remedy to such difficulties through reading at least texts assigned in the textbook;
- And eventual suggestions to improve their writing competencies as the final exam (BAC) is written.

### **1.10. Conclusion**

In the first chapter, the researcher shed light on the ELT situation in Algeria under Competency Based Approach in the secondary schools with reference to the new changes brought by this approach to the teaching of English. CBA is learner-centered, i.e. the learner is responsible for his own learning process with the guidance of the teacher. Furthermore, the investigator presented teaching writing within CBA. Besides, the chapter dealt with teachers and learners' attitudes towards the teaching/ learning process and some factors behind the negative attitudes in relation to the environment that surrounds both of them. Learners' competencies, needs and weaknesses were tackled as well. Likewise, the target schools were described together with the teachers' and learners' profile. As for the research tools, teachers' interview, learners' questionnaire and written test carried out in the classroom were presented too.

# **CHAPTER TWO**

## **Chapter Two: Literature Review**

2.1. Introduction

2.2. An Overview of the Four Skills

2.2.1. Listening Skills

2.2.2. Speaking Skills

2.2.3. Reading Skill

2.2.4. Writing Skills

2.3. Writing within the Different Approaches

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2.4. Importance of Teaching Writing

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2.4.3. Dictation

2.5. Writing as a Thinking Process

2.6. Writing as a Product

2.7. Critical Thinking and Writing Strategies

2.8. Conclusion

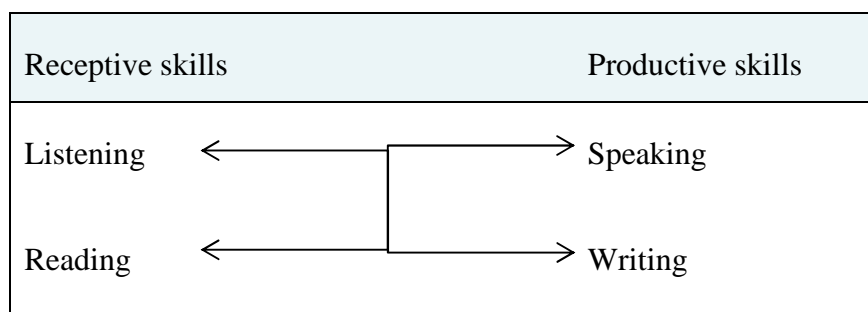
## 2.1. Introduction

Foreign language learning process is one that requires a total commitment from the learners. To convey and receive linguistic messages successfully, a complete response-intellectual, physical and emotional- is necessary. Writing compared to the other skills: listening, speaking and reading is seen as the most difficult one by learners as well as teachers since it is not naturally acquired as speaking for instance. To be able to write in English, learners must have a basic knowledge of the spoken language. Writing competencies should be practised and learnt through experience as they demand some conditions to write correctly, for example, retell pieces of information in the form of narrative, expository or argumentative texts. Learning to write in English is a challenging task to do since pupils often meet difficulties in producing good compositions or sentences to be able to use the language for written communicative purposes. We will tackle in this chapter the importance of the writing skill related to the other skills, namely its close connection with the reading skills and errors that may be noticed when the learners are motivated or not to produce pieces of writing.

## 2.2. An Overview of the Four Skills

The four principal skills that learners have to develop to learn a second or a foreign language are: listening-speaking-reading and writing, among which there are two receptive skills: listening and reading and two productive skills: speaking and writing. Let us have an overview of those four skills. Bilash, Ho Chun and Iqbal state that there are four basic skills one must develop to accurately learn a second language; they are listening, speaking, reading and writing (Bilash, 2009; Chun, 2006; Iqbal, 2012). See table 2.1.

Learners have to develop their knowledge on vocabulary and grammar to better their skills. According to Ho Chun, one of the purposes of learning a second language is to have the learner to improve in these four skills as well as having a large vocabulary and knowledge of the language grammar (Ho Chun, 2006).



**Table 2.1. The Four Language Skills Are Related to Each other**

The aim of language learning is to enhance the learner's four skills of listening, speaking, reading and writing with large vocabulary and good grammar. But the final objective is to make him/her use the language properly. The four skills are interrelated and should be taught and used together to produce the language needed.

### 2.2.1. Listening Skills

The listening skill is prominent without which the learner cannot speak as both of them are connected. It is largely used by foreign language learners (songs and movies) as they are aware of its importance. Therefore, it is clearly important to teach them a good deal of listening tasks. Chun views that teaching the learners a lot of listening activities is a good way of enlarging their vocabulary. On the other hand, it also helps the learners improve their listening comprehension (Ho Chun, 2006).

Listening does not mean hearing only but understanding what one says also. There are sub-skills within this skill that have to be learnt as the link between words, understanding intonation and stress and when the change occurs and so forth.

Iqbal points out that listening is the comprehensive and receptive skill, and it means to understand what we hear (Iqbal, 2012). Olenka Bilash<sup>1</sup> states that the better a student can understand what is being said, the better is the ability to communicate will be (Bilash, 2009).

<sup>1</sup> Olenka Bilash, professor co-ordinator of Second Languages and International Education. Dr. Bilash has been on the frontier of several new fields of practice in education: immersion bilingual pedagogy, Aboriginal language education, and Heritage/ International Languages

Language teachers often experience difficulty when trying to improve their students listening skills in teaching a second language because they usually are not exposed to the language outside of their learning environment. Ho Chun says that the only way students improve their listening comprehension is by practicing (Ho Chun, 2006).

It is known that the difference between the mother language learning and foreign language learning is the environment: the foreign language is used in official places and classes only, so learners do not have the opportunity to use the target language but in those places. Subsequently, practice and training are important to better the listening comprehension. Practising listening regularly in a foreign language can achieve the following:

- a) Develop comprehension skills including speed of comprehension
- b) Develop range of vocabulary
- c) Contribute to improve the speaking skills.

It is stated that listening is the communication skill used most often in the assimilation of information.

Listening is also important because it:

- Takes much time in communicating in the language. We should reflect about the time we spend listening to others speaking: teachers, friends... or listening to news conferences etc. Recently, studies have emphasized teaching listening skills in the learning process.
- Stores data which can be important in foreign language acquisition in general and for the improvement of the speaking skill in particular.
- Encourages learners to develop strategies to texts. For foreign language learners, listening is a challenge for it includes the interpersonal and interpretive modes of communication. It demands the learner to participate in face-to-face interaction or to listen to other people speak.

Listening as a receptive skill in the same way as reading they include understanding when we listen or read. We receive the language and decode its meaning to understand the message. Masduqi<sup>2</sup> states that:

The receptive skills are listening and reading. Because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive skills of speaking and writing (Masduqi, n.d.).

Listening skills are vital for our learners. Of the four skills, listening is by far the most frequently used. Listening and speaking are often taught together. There are many types of listening activities; the ones which do not require the learners to produce immediately are easier than those that do. Learners can be required to answer physically as “please, close the window” fill in a table or a chart as they listen. They find it harder to repeat what they hear, or answer comprehension questions. Even more difficult to continue a text, a story text for example.

Usually, in the learning process of a new language, learners begin with receptive understanding of the new points then, proceed for the productive language use.

### **2.2.2. Speaking skills**

As it was mentioned earlier, when learning a new language, both receptive and productive skills have to be developed. The learners cannot develop their speaking skills provided that they are sufficiently exposed to listening. Further, FLLs are interested in speaking the target language. Alexander said the great majority of overseas students learning English are primarily interested in speaking the language (Alexander, 1967).

Speaking is found as one of the language skills, it is labeled oral production and is one of skills learners are to learn in their language development. The ability to converse is highly valued by learners, but teachers often find it difficult to develop. Pupils often feel a great deal of anxiety around speaking. Speaking is an active skill as the learner is a participant after having spent time practising receptive skills as listening to conversations, poems, records, interviews.....etc. It is also referred to as active or productive because it

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<sup>2</sup> Harrits Masduqi is an English Lecturer at State University of Malang and Unisma Malang.

requires the learner to produce the language. He/she also has to be well prepared to participate in discussions and avoid making lots of mistakes so as not to become a bad habit that will be difficult to stop. To increase learners' confidence and enable them to identify sounds and meaning, they should be taught both receptive and productive skills and then help them develop their decoding skills. Additionally, the speaking skill is important because the ultimate goal of language is communication and the aim of speaking in a language is to promote communicative efficiency purposefully. Alexander pointed out:

Learning to speak a foreign language has much in common with learning to play a musical instrument. In each case the final objective is that the student should be able to perform in public, making as few mistakes as possible. Careful and methodical oral training is necessary long before it is possible for a language student to join in a discussion of a topic of general interest(Alexander,1967).

Moreover, Bilash says:

Students often value speaking more than the other skills of reading, writing and listening, so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results in the development of the others(Bilash, 2009).

According to Javed Iqbal, (2012) speaking is the productive skill. Being able to converse with others in a second language is a valued skill to have. Chun claims that speaking is often connected to listening because communication requires two-way participation(Ho Chun, 2006).

On the same line of thought, Iqbal states in teaching students how to speak, a second language, communicative teaching should be used, and mistakes should be welcomed so students can learn from them(Iqbal, 2012).

In other words, learners should not be frustrated when speaking as the mistakes are a natural step in the learning process. They may feel proud when they are able to comprehend something in the TL. This can be a great motivating factor in continuing to learn the language and teachers should do whatever possible to promote this accomplishment. Consequently, teachers need to construct learning activities which will enhance learners' oral comprehension and motivate them as well. Accordingly, it is recommended to:

- converse in the TL with classmates
- raise the pronunciation and fluency using audio-material in the classroom
- interact with native speakers on the net to develop the conversational style.
- Listen to one's own voice after recording it.

As regards pupils and teachers, there should be a communication relationship in a relaxed atmosphere to enable them to communicate correctly. Chun claims that:

.....two-way means the relationship of the communication between the teacher and the student at school. This relationship is connected with the communicative activities between two people. It can create a fresh environment for speaking language. He adds: the two-way communication can lengthen the dialogue limitlessly. This is its advantage (Chun, 2006).

This environment allows the learners to answer correctly and think carefully before answering. Chun says that, at the same time, if the speaker wants to give the correct response, he has to think hard, the sentence is not easily forgotten which is created by themselves through thinking(Ibid, 2006).

Through what was explained, it is vital to use the TL in the classroom to increase the pupils' exposure to it. Bilash states:

This is very important, especially in foreign language classrooms where the TL is not heard outside of the classroom context. The goal is to make the context as close to a second language context as possible in order to give the students maximum exposure to the language(Bilash, 2009).

It is indisputable that foreign language learners cannot develop their speaking skills of the new language without hearing it enough and having opportunities to practise it. Similarly, reading and writing skills are of the same importance as the ones already tackled.

### **2.2.3 Reading Skills**

The learning process involves the reading skills which are as important as listening and speaking skills. In this concern, Bilash states:

Reading is one of the branches of the tree and is sometimes, therefore that student must learn. It is sometimes referred to as written

comprehension. This key skill is vital in language development. Sometimes, there is a feeling that reading is not as useful as speaking, but these skills are equally important (Bilash, 2009).

She adds that reading is vital in language comprehension. Through reading, students are exposed to authentic forms of the target language. ....also the greater amount of comprehensible input that students are exposed to, the greater their language development.

Reading or written comprehension is a central receptive skill as learners are exposed to various forms of language. It is also viewed as an essential means of getting information in language learning. Likewise, Elba Villanueva considers reading as a crucial skill that has to be developed hence; she states that reading is a crucial skill for students of English as a second language and English as a foreign language(Villanueva, 2006).

Reading can be entertaining and educational, however, in this case, of English language learning, it has more important advantages that may help our learners and they learn the language quicker and more efficiently. Bilash states that there are many benefits to developing excellent reading skills in the target language(Bilash, 2009).

Hence, when the reading skills are enhanced, the other skills-listening-speaking-writing are enhanced too. In other words, learners should be encouraged to read constantly:

- To be in touch permanently with the vocabulary and grammar.
- When reading regularly, the learner will get used to the language and distinguish wrong sentences from the right ones.
- Reading can be accomplished individually unlike speaking that is achieved in groups for instance.
- Reading regularly helps develop other skills namely writing; the learner has to read before he can **write**.
- As regards spelling and pronunciation skills, reading is the best way to improve them. It is advisable for English language learners to read as much as they can.

When practising reading continually, the learners may grow some strategies that will help develop comprehension skills:

- a) Skim: read to have a brief idea or overview
- b) Scan: read for further details
- c) Skip: in case one does not understand a word or a section, he keeps reading, then, he comes back to the section or word again and tries to figure out the meaning. If necessary, he uses the dictionary.
- d) Rewrite: in a different tense or format: for example, rewrite an article in letter.
- e) Learn affixes: prefixes and suffixes to increase word recognition

The above strategies will not be developed providing that they are instructed by teachers in the classroom because students do not know them naturally. Strategies should be taught through some techniques as

- Modeling the strategies aloud as a group
- Giving the students time ahead to preview the reading material
- Using fill in the blank (cloze) exercise to give the students a chance to focus on more difficult and key vocabulary.
- Encouraging students to reflect on the strategies used and what other ones might have been useful.

Nevertheless, finding authentic material appropriate to our learners' level can be a challenge knowing that English is a second foreign language in our educational system and that our pupils do not have the necessary background knowledge to be used for the target language. For instance, the teacher should select the suitable texts for full comprehension through adapting them.

Olenka Bilash stated that

Simply having students read is not enough to develop their reading skills. There are some activities that can help students not only improve their reading skills, but approach the task of reading in a different way. These activities may be presented in previewing, predicting, guessing from the text, skimming, scanning and paraphrasing." Those activities could be structured into:

- **Pre-reading phase:** students for the topic.
  - discuss their experiences relevant to the topic.

- introduce
  - prepare vocabulary and concepts relevant to the subject matter of the text.
  - teachers may cover key vocabulary and different structures before dealing with the reading task.
- **Reading phase:** the reading task usually begins with a specific prediction or orientation activity. This activity may be done as a whole class, in groups, pairs or individually depending on the students' ability level.
- **Post-reading phase:** after reading, there is a need to follow up students' understandings and perceptions generally in written activities (Bilash, 2009).

Beatrice Mikulecky<sup>3</sup> points out that:

ESL and EFL teachers should train in the skills that will give them the power to comprehend English.” She adds that “reading comprehension depends on vocabulary knowledge and vice-versa. The more the students read, the better their vocabulary becomes. And the more the vocabulary they know, the better they can read (Mikulecky, n.d.).

Native language learners as well as foreign language learners will not develop their reading skills correctly as long as they do not practise some **extensive** reading. The success of extensive reading depends on persuading students to read. To enhance their desire to read, the texts submitted should be varied as the learners who read them and the purposes for which they want to read. Additionally, it is recommended for them to read: eBooks, magazines, newspapers, online materials.....etc. Extensive reading helps learners develop a positive attitude toward reading in a foreign language. Further, they are motivated to read more and more. Likewise, extensive reading increases fluency, learners gain a lot of vocabulary and grammar knowledge and the most important advantage is that students improve their **writing skills** in the foreign language.

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<sup>3</sup> Beatrice Mikulecky holds a master's degree in TESOL and a doctorate in Applied Linguistics from Boston University.

#### 2.2.4. Writing Skills

Writing is the productive skill which seems the most difficult one even for native speakers of a language, since it includes not only a graphic representation of speech but also the representation and the development of thoughts in a structured way.

The majority of EFL learners find writing as a hard task even with simple writing activities. They lose interest in those activities and do not complete them. Nunan claimed that research on this issue indicates that creating a good piece of writing was considered an extremely difficult skill, even in one's own native language(Nunan, 1999).

One among the reasons that writing is so difficult may be the learners' ideas that have to be clearly presented in an organized way in addition to grammar and vocabulary knowledge. This can present a dilemma for teachers who must find successful ways to teach this skill. Writing is beyond symbols and orthography. It is a matter of selecting and organizing ideas: thoughts, facts, opinions, whether acquired firsthand (through direct perceptions and /or actions) or secondhand (through reading or hearsay) (Arapoff, 1970).

It is generally believed that learning to write well is a difficult and time consuming process.

To write well, learners need enough abilities in the foreign language, especially non-native learners who may feel anxious and frustrated when assigned an activity or a project.

EFL learners need to have enough general and intellectual skills to organize their ideas into logical, meaningful and coherent sentences and paragraphs, subsequently, transmit their message clearly and easily to a larger audience. Writing is a means of yielding a variety of classroom procedures. It helps learners in their vocabulary and structure comprehension and complements the other language skills. It also improves the learners' capacity to summarize and use the language correctly. To achieve this, they should start first by writing sentences as reducing a text or rewriting passages. Furthermore, writing provides

a learner with physical evidence of his achievements and he can measure his improvement.

Every day, pupils practise the four language skills through listening to scripts: interviews, dialogues; speaking through repeating words(pronunciation); reading texts of different topics and writing tasks as describing, writing letters, grammar structures and rules, gap filling, re-ordering passages.

Writing is of prominent importance for learners as they have to express themselves in the written mode. Bilash states that students must develop this skill when learning a second language to be able to express oneself in writing (Bilash, 2009).

Ho Chun,(2006) argues that writing is a way of providing variety in the classroom because there is so much you can teach with writing. Also, the learner can see his or her improvement concretely. Writing also helps with vocabulary, grammar and structure of the language.

The question that may be raised is: why do our learners come from the middle school poorly prepared to write?

Writing is a complex intellectual activity that comprises many basic skills some of which our learners may lack entirely, some of which they may acquire partially. These skills include among others:

- Reading comprehension
- Writing mechanics: grammar, spelling....
- Analytical skills
- Organizing ideas effectively
- Transmitting or communicating ideas concisely.

As learners lack those skills, their writing may be poor from grammar and syntax to ambiguous organization to feeble argumentation and reasoning. For instance, if they are not able to recognize the main point of an argument in a reading passage, they therefore, cannot answer it in their writing. More than that,

learners often lack the meta-cognitive<sup>4</sup> skills to perceive the fields in which their knowledge is insufficient and thus which abilities they need to improve.

During their Middle school studies, the learners were not writing with the frequency expected. The curricula were so overloaded that English teachers could not devote the necessary time for writing. As a result, pupils did not have enough practice to develop their writing abilities. Why should our learners develop their writing competencies? Theoretically and practically speaking, writing is described as written production; that is why, foreign language learners must develop it. Written communication is vital in language learning as it is not only done orally. Writing is necessary in the sense that our learners are searching to study or work abroad. Writing results from continuous practice using the language in the classroom. It develops noticing, for instance, when reading a text, learners are urged to notice some grammar and vocabulary structures and think about them (why those are used and not others). The four skills can be connected in learning a language, improving one skill may result in improving the others. However, it is worth mentioning that they do not occur at the same time: listening precedes speaking and reading precedes writing. In other words, the learners cannot speak or express themselves unless they listen to the target language nor can they write before reading and comprehending to be able to respond and produce.

The learners become good by using their receptive and productive skills. However, they should take benefit from the material provided for them; they can also refer to previous works and masterpieces (those of older generations).

Bilash views that the four skills work in tandem when the activities that require their use are designed to support learners in the process of learning, creating and producing a specific product (Bilash, 2009).

Writing cannot be learnt solely; writing is not a skill which can be learnt apart. In the apprentice stage of writing, what the pupil should learn, apart from the particular difficulties of spelling, or script is a counterpart of what has to be

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<sup>4</sup> Meta-cognitive skills: meta-cognitive skills make you aware of your own knowledge, the ability to understand, control and manipulate you own cognitive process.

learnt for the mastery of listening comprehension, reading, and speaking- a nucleus of linguistic knowledge.

The activity of writing allows the pupil to manipulate structures and combine lexical elements. It also gives him the opportunity to consolidate the knowledge for use in other areas.

The ultimate goal of language learning is to make learners able to understand and produce the language they need. That is to say, they have to learn to become autonomous in language use. Learning the four skills helps pupils store input that will become an output later on.

### **2.3. Writing within the Different Approaches**

Writing as well as the other skills was taught within different approaches and methods; each of which had its own techniques and principles in teaching it.

#### **2.3.1. Writing and Grammar Translation Method**

The GTM includes a variety of approaches, but generally speaking, foreign language study is viewed as a mental activity, the aim of which is to read literature and its original form. The major tenet of this approach is to analyze and study the grammatical rules of the language usually using the traditional way of studying the grammar of Latin and then, manipulate the language being studied through the means of translation both into and from the mother tongue. According to Richards and Rodgers, the GTM's characteristics were:

- The goal of foreign language study is to learn a language in order to read its literature.
- Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by the task of translating into and out of the target language (Richards and Rodgers, 1986).

This method basically emphasized the **written form** of words and texts. It was based on presenting the rules of grammar; illustrates its use by including the target point many times in a text and using this component by writing sentences and translating it into the mother tongue. The text being read consists of new

vocabulary items used together with the mother tongue translation. Accurate use of language in this approach is vital. Richards and Rodgers stated:

- Reading and writing are the major focus
- Accuracy is emphasized (Ibid, 1986).

Little or no speaking is involved in this method and thus students are able to read and write and will never have the skills required to hold a conversation, little or no systematic attention is paid to speaking or listening(Ibid, 1986).

The GTM has predominated in foreign language teaching from the 1840s to the 1940s. Applied linguists noticed that listening and speaking were given no importance. This method was depicted by the Direct Method advocates as a horror due to the learning of endless grammatical rules and vocabulary and producing perfect translations. Therefore, there was a reaction against this method and language specialists recognized the need for oral proficiency for foreign language learners. Thus, the Direct Method appeared.

### **2.3.2. Writing and the Direct Method**

The Direct Method derived from what was known as the Natural Method in the late nineteenth century. Its advocates introduced it in Germany and France and later in the USA, where it became widely used in schools.

Language in this method is principally spoken not written. Students learn how to communicate in the target language. However, writing tends to be neglected in this method as the focus is on listening and speaking skills. Further, reading skills may be developed with speaking skills through practice.

According to Richards and Rodgers, this method's principles were as follows:

- Classroom instruction was conducted exclusively in the target language.
- Oral communication skills were built up in a careful graded progression in small intensive classes.
- Both speaking and listening comprehension were taught.
- Correct pronunciation and grammar were emphasized

(Richards & Rodgers, 1986).

Moreover, students in this method were not allowed to use their native language to explain the target language items.

As far as writing skills are concerned, they are developed through instructions to write paragraphs in the students' own words based on the reading materials and the focus was rather on vocabulary than grammar. Then the reading and writing and reading exercises are based on what the students practise orally first.

Similarly, students in the Direct Method, study culture that consists of the history of the people speaking the target language, the geography of the countries where the language is spoken and lifestyles of the speakers of the language.

In sum, the Direct Method is taught simply and its application towards language acquisition is straight forward. Broadly speaking, teaching the Direct Method involves three steps:

- Presentation
- Practice
- Production

Nevertheless, some linguists notably Richards and Rodgers criticized it recognizing that it had some drawbacks:

- It required teachers were native speakers
- It was largely dependent on the teacher's skill rather than on a textbook(Ibid, 1986).

By the 1920s,the Direct Method began to know its decline since applied linguists stated that there was no single method to be implemented in colleges and schools to guarantee successful results. Between the 1920s and the 1930s, language specialists founded a new method for foreign language teaching known as the Audio-lingual Method in the USA and the Oral Approach in Britain.

### **2.3.3. Writing and the Audio-lingual Method**

The Audio-lingual Method came as an alternative to the Direct Method. In the 1950s, the Audio-lingual Method began to emerge in the American universities where some new programmes were established with the intention of teaching English to a wide range of speakers of foreign languages.

This method focuses on the teaching of listening and speaking before reading and writing. The principal way of language presentation is the use of dialogues and drills were the most important training techniques. Thus, the language skills should be sequenced: listen, speak, read and write and great attention is paid to pronunciation and intonation. Further, teachers discouraged the mother tongue use in the classroom.

The principles of the Audio-lingual Method are:

- a) listening, speaking, reading and writing are developed in order. Speaking and listening competence precede reading and writing competence.
- b) there is a pre-reading phase at the beginning of the lesson.
- c) use of the mother tongue is permitted to the teacher but discouraged among learners.
- d) structural elements are taught using drills.
- e) there is an important use of language laboratories, tapes, and visual aids.
- f) great importance is given to native speakers' pronunciation i.e. learners must have the same pronunciation as the natives.

Listening and speaking were followed and reinforced by reading and writing. Within the Audio-lingual Method, writing was not given great importance because it was believed to be learnt together with the oral skills. Writing was seen as a support skill: copying, note taking etc.

For Cooper and Morian Audio-lingualism nearly brought about the demise of L2 writing because out of the four skills taught using Audio-lingualism, writing was the fourth- the least and the last (Cooper and Morian, 1980).

The oral skills emphasis continued to marginalize L2 writing by focusing on oral communication, rather than formal accuracy in writing. On the whole, the Audio-lingual Method was defined by Rivers as language is speech not writing .....a language is a set of habits.....teach the language not about the language (Rivers, 1964).

The Audio-lingual Method lasted from the 1950s to the 1960s. In the 1960s the MIT linguist Noam Chomsky revolutionized FLT when he rejected the Structural Approach as well as the Behaviourist theory of language teaching/learning. He considered that learning a language does not emphasize drills or develop oral communication only, but develops the writing skill as well relying on rules taught in the classroom. He stated that language was not habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy (Chomsky, 1966).

Communicative Language Teaching (CLT) method's roots are linked to the changes that occurred in Britain in the late 1960s when the Situational Language teaching was the major approach to teaching English as a foreign language. But when Audio-lingualism was rejected in the USA by the prominent linguist Noam Chomsky, British applied linguists started to question the Situational teaching.

#### **2.3.4. Writing and the CLT**

Due to the fact that the previous language teaching methods lacked the communicative proficiency, applied linguists saw the need to focus on this aspect rather than on the mastery of structures of foreign language teaching. Among scholars who advocated this view: Christopher Candlin (1976) and Henry Widdowson (1979), who drew on the work of John Firth and M.A.K Halliday (1978).

The foundation of the European Common Market urged to learn foreign languages, i.e. European major languages. Therefore, greater efforts for co-operation were made to develop language teaching. As a result, there was the publication of books<sup>5</sup> on language teaching, conferences on applied linguistics, hence the formation of International Association of Applied Linguistics.

Before the 1970s, it was believed that the communicative proficiency was acquired only through the mastery of structures and vocabulary to make up the linguistic system. There was a controversy between those who said that language acquisition is a

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<sup>5</sup> - Books as Finnochiaro, Mary and Christopher Brumfit, 1983. *The Functional Notional Approach*. Felix, S. 1980. *Second Language Development*.

matter of habits(drills) and those who supported the idea that language learning is achieved through cognitive factors (internalizing rules of the language system).

Applied linguists as Wilkins (1976) participated largely to the improvement of communicative language teaching that might help in the development of the communicative syllabi for language teaching. Thus, by the 1970s, CLT had spread, and was seen by Richards and Rodgers.....as an approach (and not a method) that aims to a) make communicative competence the goal of language teaching and b) develop procedures for the teaching of the four skills that acknowledge the interdependence of language and communication (Richards & Rodgers, 1986).With the advent of CLT approach, there was an expansion of FLT and applied linguists' views focused on learners' needs not only to master structures and vocabulary but to develop the communicative abilities to be able to express themselves in the way that suited a given situation.

As regards writing, Brooks and Grundy advance that the prevalent acceptance of communicative language teaching stands as one of the main motives behind the recognition of the real significance of teaching writing as a skill. Also, the communicative approach plays an important role in re-directing its adopters to the analysis of how things are done(Bader,2007).

Writing, therefore, is not neglected or kept for the last stages of learning; it is introduced right from the early steps of units or files where we may find it as an activity of reconstruction, for instance or retelling a story or a conversation. It is worth noting that writing is a communicative, motivating activity within CLT, since outside school, people often writes because they usually have something to yield. Raimes views that some feel that writers do their best when writing is truly a communicative act with a writer writing for a real reader(In Bader, 2007).

The CLT principles are:

- Organization of language syllabi (into units according to the communicative situations being used).
- Negotiation of meaning
- Various skills are included
- Fluency and accuracy are emphasized

- Form and functions are to be dealt with
- Autonomous learners are prepared.

As it was seen above, writing was given importance in some teaching methods while it was not in some others, depending on each method's principles. But in reality, writing skills are vital for FLLs together with the other skills to complete their learning process.

#### **2.4. Importance of Teaching Writing**

The writing skill has always been prominent in education as it has been the core of research of many applied linguists as Harmer, learners come to school to improve their writing abilities and language proficiency hence, writing has to be taught as it is not innate as speaking which is acquired naturally as a result of being exposed to it(Harmer, 2001).

As commented by Rao, EFL writing is useful in two aspects. First, it motivates students thinking, organizing ideas, developing their ability to summarize, analyze and criticize. Second, it strengthens students' learning, thinking and reflecting on the English language (Rao in Ahmed, 2010).

The need to read and write is increasingly becoming vital as populations needs grow. According to Murray, writing should be taught for seven reasons:

- 1) Writing is a skill which is important in school and after school.
- 2) Writing for many students, is the skill which can unlock the language arts. Students who have never read often begin to read in the writing programme.
- 3) Writing is thinking. Writing with the language of words (or in mathematics with the language of figures), is the most precise and disciplined form of thinking.
- 4) Writing is an ethical act, because the single most important quality in writing is honesty.
- 5) Writing is a process of self-discovery. It is an individual process in which each person attempts to find the meaning his life.
- 6) Writing satisfies man's primitive hunger to communicate. Sharing experience, ideas, solutions, problems, emotions all serve social needs.

The most important element of sharing is that it requires communication.

- 7) Writing is an art, and art is profound play. Art is making, creating, and building. It is an experience in attempting to add something to the world that was not there before (Murray, 1973).

Obviously, not all students will benefit from writing for the above reasons but according to their needs, pupils should know how to write reports, how to write letters... According to Harmer, they need to know some of writing conventions (punctuation, paragraph construction) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill (Harmer, 2001).

Writing improvement should be based on some rules and conventions, besides, learners should be provided with large amounts of language input that may allow them to enhance their linguistic proficiency through reading and writing to be able to fulfill their achievements.

Writing proficiency is not achieved provided that the rules and conventions mentioned earlier are respected and implemented. They include the good mastery of grammar and vocabulary structures as well as coherence and cohesion so as to get correct and meaningful pieces of writing be it a sentence, a paragraph or an essay.

### **2.4.1. Grammar**

Foreign language learners often feel frustrated by the disconnect between knowing the rules of grammar and being able to implement those rules efficiently and automatically in listening, speaking, reading and writing. Grammar is important to the teaching and learning of languages. It is also one of the most difficult aspects of language to teach well. Likewise, to learn a language, it is necessary to acquire grammar rules in the same way as a child who acquires his first language. Grammar is also seen as the backbone of the language without which learning the target language breaks down. Rod Mitchell<sup>6</sup>

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<sup>6</sup> Rod Mitchell, Director of studies at Cactus Language Training.

states that grammar proficiency is the ability to use the syntactic rules “patterns” of English “seamlessly” in any type of communication.

According to David Crystal<sup>7</sup> in the Cambridge Encyclopedia of the English language (Cambridge University Press, 2003), to know about grammar is “being able to talk about what it is we are able to do when we construct sentences.....to describe what the rules are and what happens when they fail to apply.

Crystal states six reasons to learn grammar:

**1) Accepting the challenge:**

Because it's here. People are constantly curious about the world in which they live, and wish to understand it (as with mountains) and master it. Grammar is no different from any other domain in this respect.

**2) Being human:**

But more than mountains, language is involved with almost everything we do as human beings. We cannot live without language. To understand the linguistic dimension of our existence would be no mean achievement. And grammar is the fundamental organizing principle of language.

**3) Exploring a creative ability:**

Our grammatical ability is extraordinary. It is probably the most creative ability we have. There is no limit to what we can say or write, all of this potential is controlled by a finite number of rules.

**4) Solving problems:**

Nonetheless, our language can let us down. We encounter ambiguity, and unintelligible speech or writing. To deal with these problems, we need to put grammar under the microscope, and work out what went wrong. This is especially critical when children are learning to emulate the standards used by educated adult members of their community.

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<sup>7</sup> Crystal, D. is one of the World's foremost linguistic experts. His later book, *The Fight for English* (published by OUP) assesses the debate over the rights and wrongs in English usage with examples from early modern English via Shakespeare and Samuel Johnson to our modern developments such as email and texting.

**5) Learning other languages:**

Learning about English grammar provides a basis for learning other languages. Much of the apparatus we need to study English turns out to be of general usefulness. Other languages have clauses, tenses, and adjectives too. And the differences they display will be all the clearer if we have first grasped what is unique to our mother tongue.

**6) Increasing our awareness:**

After studying Grammar, we be more alert to the strength, flexibility, and variety of our language and thus, be in a better position to use it and to evaluate other's use of it. Our awareness must improve, but turning that awareness into better practice-by speaking and writing more effectively- requires an additional set of skills. Even after a course on car mechanics we can still drive carelessly.

Additionally, the role of grammar in developing the writing skills is so important that Constance Weaver<sup>8</sup> set some elements to teach grammar.

- 1) Teaching grammar divorced from writing doesn't strengthen writing and therefore, wastes time.
- 2) Few grammatical terms are actually needed to discuss writing.
- 3) Grammar options are best expanded through reading and in conjunction with writing.
- 4) Grammar conventions are applied most readily when taught in conjunction with editing.
- 5) Grammar conventions taught in isolation seldom transfer to writing.
- 6) Grammar instruction should be included during various phases of writing.
- 7) More research is needed on effective ways of teaching grammar to strengthen writing.

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<sup>8</sup> Connie Weaver is a professor of English at Western Michigan University, where she specializes in teaching teachers of language arts ( reading, writing and grammar). She is nationally and internationally known as an author, teacher, educator and speaker

Similarly, studies done since the early 1960s assert that grammar instruction that is disconnected from writing instruction doesn't better learners' writing competencies.

Then, the research confirms that the transfer of formal grammar instruction to writing is not applicable to larger elements of composition. Through particular studies of learners' writing, Shaughnessy (1977) concludes that the best grammar instruction is that which gives the greatest return for the least investment of time. Shaughnessy advocates four important grammatical concepts: the sentence, inflection, tense and agreement. She advises teachers to encourage their students to examine grammatical errors individually in their own written production. She also cautions teachers not to emphasize grammatical terminology to the detriment of students' ability to understand and apply the concepts.

Weaver suggests a similar approach to teaching grammar in the writing context. She writes what all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing (Weaver, 1998).

She also suggests five grammatical concepts that enable writers to show improvement in sentence revision, style and editing.

#### **A minimum of Grammar for Maximum Benefits.**

- 1) Teaching concepts on verb, sentence, clause, phrase and related concepts for editing.
- 2) Teaching style through sentence combining and sentence generating.
- 3) Teaching sentence sense through the manipulation of syntactic elements.
- 4) Teaching both the power of dialects and the dialects of power.
- 5) Teaching punctuation and mechanics for convention, clarity and style.

Studies firmly propose that the most beneficial means of helping students enhance their mastery of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. It is agreed that it is more effective to teach punctuation, sentence variety and usage in the context of writing than to approach the topic by teaching isolated skills (Distefano and Killion, 1984).

Beverly Ann Chin<sup>9</sup> (n.d.), states that as students revise and edit their writing, teachers can provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage. For instance, if a teacher notices that many pupils write sentences with misplaced articles, he can present a short lesson on this concept taking students' examples-their writing-The teacher may encourage his students to exchange drafts for this problem-peer correction-

### 2.4.2. Coherence and Cohesion

The difficulty that our learners meet is to organize their ideas into a coherent piece of writing as coherence and unity are essential parts of a well written paragraph. So, what is coherence and cohesion in a piece of writing?

Cohesion and coherence are: *cohesion* refers to connectivity in a text. Coherence means how easy it is to comprehend the writing.

*Cohesion* is 'holding together', or linking. Words, sentences, paragraphs and ideas, reports are bound together by:

- Connectors: in spite of, although.....
- Reference words: who, which.....
- Appealing to parts of a text.

*Coherence* comes from the Latin word **cohere** means hold together. For coherence in writing, the sentences must hold together, there must be no sudden jumps. Each sentence should flow smoothly into the next one (Oshima and Hogue, 2006).

If a paper is understood by the reader, it means that there is a clear presentation of the content. A piece of writing is coherent when it is presented in a clear, plausible and understandable order. There is no ambiguity in its reading.

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<sup>9</sup> Beverly Ann Chin, professor of English at the University of Montana and past president of the National Council of Teachers of English, developed the new grammar for writing series to help prepare today's secondary students to meet the new standards called for on standardized tests.

For a text to be recognized as a text rather than a random set of sentences, it must have an organized and cohesive construction.

If a learner is coherent in his way of writing, it means everything in his piece of writing is logically connected. For example, one paragraph connects to another. Besides the main ideas connect and make sense which makes the reader feel that the paragraph constantly flows.

As for cohesion in a piece of writing, Ahmed, (2010) states that in relation to EFL essay writing cohesion, many researchers agree that cohesion, on the macro-level is related to linking ideas whereas on the micro-level it is concerned with connecting sentences and phrases. Many researchers have highlighted the importance of text cohesion claiming that a text stands as a text by means of cohesion. Furthermore, cohesion is thought to be as the experience of seeing pairs of sentences combine neatly together, the way Lego pieces do. Likewise, coherence is thought to be as the experience of recognizing what all the sentences in a piece of writing add up to the way lots of Lego pieces add up to a building.

In fact, the learners' ultimate objective in writing is the good expression of ideas, thoughts and knowledge, a good writing proficiency accordingly. Writing instruction urges learners to reflect and go through different steps to achieve the writing process and obtain a good product.

### **2.4.3. Dictation**

Dictation is a relic of Grammar Translation Method. It dominated language teaching until the end of the twentieth century. It is viewed by some teachers as old-fashioned because it focused on the accuracy of the language. However, it is a way of stimulating the learning process. When the teacher dictates a passage to his learners, he allows them to decode and recode it, in other words, they deploy mental efforts to perceive that passage through listening to it, organizing the information and producing it in the written form. The learner has to write spontaneously as he perceives the information from his teacher. All this means that dictation is a versatile activity ranging from word and letter formation to spelling to punctuation...It is also noticed that it can

practise vocabulary, grammar, syntax that allow the learner to review his piece of work. Ngozi, E. points out that it is clear that dictation is a valuable language teaching and learning device that has been used for decades through often ignored by teachers probably because of not being aware of its importance in instruction (Ngozi, 2011).

It has been remarked that there are at least twenty advantages of dictation but the most important are:

- 1- Dictation can develop all four language skills.
- 2- It can help learn grammar.
- 3- Practice in careful listening to a speaker will be useful to learners in future in the note-taking activities for instance, listening to lectures.
- 4- Dictation fosters unconscious thinking in the new language.
- 5- Correction can be done by students peers correction of written dictation leads to oral communication(Ngozi, 2011).

Despite this range of advantages, dictation is not implemented in our EFL classrooms neither in the Middle schools nor in the Secondary schools.

## **2.5. Writing as a thinking process**

The writing process involves a set of stages through which learners proceed to write a paragraph, a letter, or a report. Additionally, learners are required to respect and apply writing rules and conventions as spelling, punctuation. Gail, E. Tompkins argues that writing instruction focuses on the written language conventions that children learn to control in their writing, including paraphrasing, spelling and using capital letters and punctuation marks(Tompkins, 2000).

The stages, the writing process involves are: thinking, drafting and revising, these are important to produce meaningful pieces of writing. Murray mentioned that while this process entails several stages such as “rehearsing”, “drafting” and “revising”, these stages interact together and repeatedly in order to discover meaning. Writing viewed from this perspective is the process of exploring one’s thoughts(Murray, 1980).

Peha, 1995 says the writing process is a set of stages where the students work on different writing strategies such as pre-writing, drafting, sharing, revising, editing, publishing and assessing.

The first step in the writing process is *pre-writing*. In this step, learners with the help of their teacher select a topic and compile information about it. The selected topic is obviously related to the theme dealt within the classroom. Then, ideas are generating and planned into an outline. During the pre-writing step, the learner can brainstorm the topic with his peers, read and reflect until an idea comes to his mind or simply write to get the idea he wants. According to Tompkins, pre-writing has probably been the most neglected stage in the writing process; however, it is as crucial to writers as a warm up is to athletes. Donald Murray, 1982 believes that 70% or more of writing time should be spent in pre-writing(In Tompkins, 2000).

This is indeed what is noticed in our learners' pieces of writing. As soon as they are assigned a written activity, they start straight forward to write their compositions without reflecting or preparing an outline to limit and control their ideas.

Then, *drafting* is the stage where the learner starts to write his paragraph, i.e. rough draft. He has to be as close as possible to his outline. As he is writing, new ideas may be added or others may be deleted. Donald Murray, 1985 calls this stage the discovery of writing. You begin writing to explore what you know and surprise yourself (Ibid,2000).

Tompkins views the drafting stage as the time to pour out ideas with little concern about spelling, punctuation and other mechanical errors. As learners draft their paragraphs to modify some ideas, purpose and sometimes the form their writing will take. For example, they start with a story that may be modified or transformed into a poem or a letter. The modifying stage may be carried on to later steps. Teachers, at this level do not focus on the correctness of the composition; they rather deal with errors during the editing step. Teachers do not emphasize correct spelling and neatness at this stage. In fact, when teachers point out mechanical errors during drafting stage, they send a false message to students

that mechanical correctness is more important than content (Sommers, 1982; in Tompkins, 2000).

Later, during editing, children clean up mechanical errors and put their composition into a neat, final form (Tompkins, 2000).

As for *revising*, learners are compelled to use their thought actively because writing is not a habit formation or drilling like pronunciation or grammar but it is an active mental process that requires the use of strategies present the ideas in a well-organized way. Learners may not acquire thinking through writing only but through reading as well because our learners' problem is that they think in Arabic (L1) and always attempt to translate word-for-word into English which leads to ungrammatical structures.

Tompkins states that the word revision means "seeing again" and in this stage writers see their compositions again with their classmates and the teacher helping them. The activities in the revising stage are: *rereading* the rough draft, *sharing* the rough draft in a writing group and *revising* on the basis of feedback received from the writing group (Ibid, 2000).

After re-reading or revising what the pupils wrote, comes the final step which is the product itself: the paragraph or the composition.

## **2.6. Writing as a product**

Process and product are important elements in writing. The writing product principle is to get FLLs produce a correct piece of writing. It should be considered as the final product of a given period of learning. This product should not contain mistakes. This was traditionally seen as a failure in the writing stage, that is why writing was underestimated. The product is the writing piece that learners produce. According to Nunan (1999) in his approach, the focus is on the final product which should be a coherent, error-free text and students will initiate copy and transform models provided by textbooks or by teachers (InHaghi 2012).

Furthermore, it is pointed out that the product-based approach as stated by Haghi, (2012) encourages the learners to use the same plan in different settings,

apply the same forms, regardless of content. On the other hand, it is emphasized that when models are appropriately integrated into the content of the writing process, they become useful teaching tools. Models can lead students to be aware of various aspects of writing such as style, vocabulary, organization and structure (as cited in Sacidi et al, 2011 in Haghi 2012).

Nonetheless, Algerian FLLs display a fear and a lack of motivation vis-à-vis the product as the last step of the learning didactic unit as they are “imposed” the assignments in the textbook from guided to semi-guided activities. Yet, they do not accord enough attention to those activities because most of the time, the teacher corrects them on the board and they are aware that in the last part of their final exam, they would deal with the semi-guided activity arguing that they have some cues to use in their paragraphs. It is worth noting that very few pupils tackle the free activity assigned those who have a good vocabulary and grammar knowledge. This is the reason why many writing products in the Baccalaureate exam are found full of mistakes or definitely not accomplished for fear of making errors.

## **2.7. Critical Thinking and Writing Strategies**

It was mentioned previously that writing is a complex mental process that should be developed with practice and the teacher’s guidance, and the teacher should be aware of his learners’ needs to prepare assignments relevant to the topics dealt within the classroom. Accordingly, when the learners get used to writing, they will develop their critical thinking skills. So, what are critical thinking skills?

Masduqi, (n.d.) states that critical thinking is the intelligently self-controlled process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and for evaluating information gathered from or generated by observation, reflection, reasoning, or communication as a guide to belief and action. Furthermore, critical thinking is seen as skilled and active interpretation and evaluation of observations and communications, information and argumentation.

Critical thinking may also be seen as:

- 1- reasonable, reflective thinking that emphasizes deciding what to believe or execute.
- 2- Critical thinking consists of an awareness of a set of interrelated critical questions plus the capacity and willingness to ask and answer them appropriately.
- 3- critical thinking is that way of thinking about any subject, or programme in which the person improves the quality of his or her thinking, by skillfully taking change of the structures inherent in thinking and imposing intellectual standards upon them.

Following those definitions, one may state that critical thinking plays a prominent role in learners' academic achievements as well as in their daily life namely when searching a job.

Some principles may be stated to train learners to think critically:

- 1- Practise a variety of activities that have different answers to offer learners opportunities to find solutions to problems or to explain their reasoning.
- 2- Give learners much time for hard tasks, i.e. give them more time to reflect and accomplish their activities because of their difficulty.
- 3- Model clearly what learners have to do. A model involves demonstrating how the teacher would approach an activity. This will remove possible doubts for learners as they begin writing.
- 4- Put an outline for the steps learners are to follow by breaking them down into sub-parts.
- 5- Urge learners to explain and argue their views clearly.

Concerning the Algerian Secondary school education, particularly English syllabus, the restricted use of critical thinking skills both at the Middle school and the Secondary school levels is due to the amounts of units/files and activities assigned and the teacher-centered work which entails the pupils' ineffectiveness in exchanging ideas and expressing them in the written form.

All in all, it is worthwhile to urge pupils to purvey support for their views, judgments and decisions. This may also allow them to evaluate their own *ideas*. Besides, the realization of critical thinking skills is worth doing to improve learner's English competence.

With regard to writing strategies that learners should be equipped with, they go hand in hand with critical thinking to improve their writing abilities. What is a strategy?

A strategy is a set of operations or actions that one consciously engages in to achieve a wanted aim.

A strategy also includes the "how to" or procedural knowledge needed to accomplish the needed goal. Strategic "know-how" can take the form of step-by-step technique for achieving a particular goal. In writing, this may comprise knowledge about how to write a paragraph; (e.g. start with a topic sentence, follow with one or more supporting sentences that afford details or examples).

A good piece of writing is not realized by accident. Successful learners use their mental procedures to manage their writing. Those mental procedures are called strategies, the latter are used continually to keep the learners' written product go the way they desire.

The pupils do not actually write as well as they are expected to, knowing that writing is complex even for natives. There are reasons behind this weakness.

Depending on circumstances, we may mean:

- 1- That our pupils' piece of writing is thought enough;
- 2- That it is not well organized ;
- 3- That it needs more details;
- 4- That it needs to be better adapted to the situation;
- 5- That it needs more clarity.

Due to the limited assigned activities and writing instruction in the classroom, pupils do not produce enough which means they do not use their mental skills and strategies. This results in a poor preparation for writing outside the school and for future life. Subsequently, outside school, pupils must write other

genres with conventions and rules they are not familiar with; they must deal with different audiences that are difficult to convince to get used to written as well as oral communication that is the ultimate goal of language learning.

However, there are some strategies that can be cited and applied by ELTs in the classroom to help their learners better their way of thinking about topics and use their strategies to prepare them adequately for further studies, job.

- 1- Teachers can help learners structure specific problems and learning into more abstract principles that can be applied in new situations.
- 2- Teachers may assist the practice of mindfulness or meta-cognition.

Various strategies for writing are also suggested:

- a) Ask your pupils stand up while you sit in his/her seat.
- b) Pick up the pupil's pencil and simply say: "you talk, I write."
- c) This usually catches pupils' attention and makes them realize that it is a real opportunity for them.

## **2.8. Conclusion**

Writing skills are not acquired and applied as easy as one may think. Foreign language learners have to improve their writing competencies as they need them in their future life. For that reason, the teacher should be aware enough that writing has to be devoted more time and more activities to give pupils the opportunity to use their mental skills and the appropriate strategies to write and to enhance feedback and peer correction therefore, produce at least acceptable pieces of writing. As the reading-writing relationship is tight, learners should be encouraged to read various texts to consolidate and implement rules and conventions correctly beside enlarging their vocabulary, deepening their knowledge; this may allow them to go further for their academic and professional achievements.

# **CHAPTER THREE**

## **Chapter Three: Data Analysis and Discussion**

- 3.1. Introduction
- 3.2. English Teachers' Interview Answers
- 3.3. English Teachers' Interview Analysis
- 3.4. Learners' Questionnaire Answers
  - 3.4.1. Said Ahmed School (Ain El Berd)
  - 3.4.2. El Wiam (Telagh)
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- 3.5. Learners' Questionnaire Analysis
- 3.6. Learners' Written Tests' Analysis
  - 3.6.1. First test
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### **3.1.Introduction**

During this implementing phase, the researcher attempts to know the third year secondary school learners' abilities in writing and the problems they may face in a written production. Teachers and learners were randomly chosen. To compile information and analyze it, an interview was addressed to ten teachers from different secondary schools in the Wilaya of Sidi Bel Abbas (urban and rural schools). This interview was related to the teacher's experience, their learners' motivation to learn English as a foreign language and their capacity to produce a piece of writing with or without difficulties. The teachers were also requested to tell us whether it was feasible and possible to teach reading skills and writing skills separately, whether the writing activities assigned in the textbook fitted their learners' level and what they could suggest as activities to help their pupils to improve their proficiency writing level.

Moreover, participants who were third year secondary school pupils (scientific stream), were asked to answer a questionnaire from which the researcher could gather important and interesting data as far as her topic is concerned. Our principal aim through this questionnaire was to see whether the learners read enough (even the textbook) to write, whether they practise writing with the frequency expected. Further, the researcher wanted them to give the reasons behind their difficulties in writing. To achieve the triangulation of our research, a set of written tests was carried out in the classroom at the end of each didactic unit after attending a series of sessions with the pupils. The written tests were related to the themes dealt with principally: Advertising, Counterfeiting and Astronomy. Unfortunately, the last unit Feelings and Emotions was not studied correctly because of strike disturbance during this year 2013/2014 and time shortage. The time needed to complete the tests was approximately 20minutes.

### **3.2. Secondary School English Teachers' Interview Answers**

The teachers' interview was meant to gather information related to the context of teaching namely writing as connected with reading skills. As mentioned earlier, ten teachers randomly chosen from different schools: Si ElHaoues, DraaFatima, Benmaissa, Dar Abid, Ennadjeh, El Wiam (Telagh), Said Ahmed (Ain El Berd), were interviewed. By chance, among those ten teachers, there was one male and nine females. The first question was asked about their teaching experience. One of them has taught for 32 years, four teachers for 23 years, one teacher for 28 years, one for 5 years, one for 12 years, one

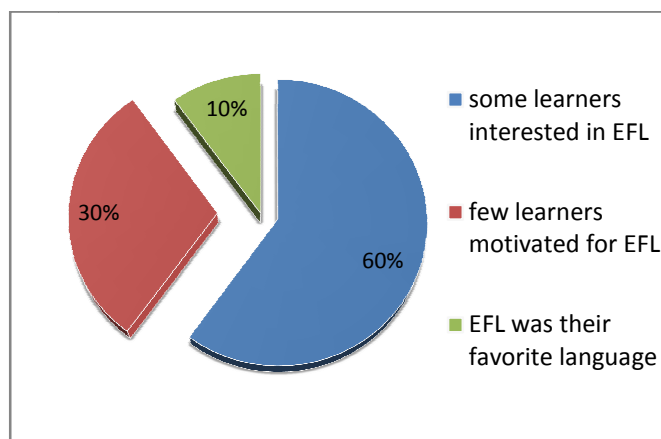
for 22 years and one for 16 years as it is mentioned in table 3.1. All of them were full time teachers.

Schools	Years of experience
Said Ahmed	8 years
El Wiam	23years
Draa Fatima	5years/23years
El Haoues	23years/22years/32years
Dar Abid	16years
Ennadjeh	28years
Benmaissa	23years

**Table 3.1. Teachers’ Years of Experience from 5 to 32 Years**

The above table states teachers’ different years of experience that varied from 5 years to 32 years.

Moving to the following question which was of a prominent importance for us, teachers were requested to tell us about their learners’ motivation to learn English as a foreign language and we got the following: 6 answers revealed that some of them were interested, some even felt not concerned with this language, some viewed it not as important as the other subject matters whilst 4 of them answered they were motivated, 1 of which affirmed that English was their favourite language (El Wiam school, Telagh); figure 3.1.states that.



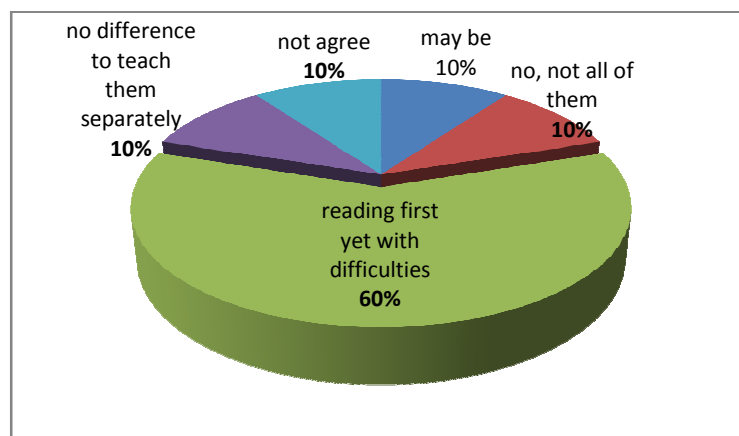
**Figure3.1. Teachers’ Answers on Learners' Motivation to Learn English as a Foreign Language**

The third question was asked to know about the difficulties met with regard to reading and writing skills as both of them are inextricable. We were reported that **allof** them (100 %) answered unanimously that their learners do confront difficulties especially with writing. The reasons were various: lack of vocabulary, lack of practice at home and at school, language negligence, coherence and cohesion problems, building sentences, lack of basis, task difficulty assigned in the textbook. The teachers' answer to this question did not focus on reading because they found that their learners could read more or less well; the emphasis was rather on the lack of vocabulary and on writing practice.

The fourth question was raised to the teachers to see the possibility to teach reading and writing separately to facilitate their improvement. The answers were as follows:

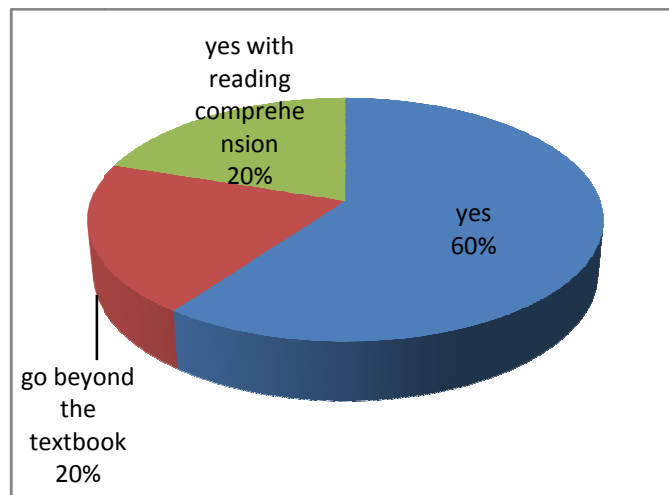
- 1 response (10%) was *maybe* but the difficulties remain in writing
- 1 (10%) answer was *no, not all of them*.
- 6 others (60%) were positive saying reading should come first and prepare for writing, yet with difficulties.
- In an answer (10%), the teacher did not see any difference to teach them separately or not as long as reading precedes writing.
- 1 teacher (10%) did not agree, for her reading competence will be reflected on writing.

The above answers are represented in figure 3.2.



**Figure3.2. Teachers' Responses about Teaching Reading and Writing Separately**

As for the fifth question, the colleagues were questioned about the texts of the school textbook and whether their pupils read them. This would eventually improve both their thinking and writing competencies. 6(60%) teachers responded by: *yes, of course, absolutely, certainly or sure*; 2 (20%) answers were about going beyond the textbook because it is not enough. 2(20%) others were also positive provided that learners understand what they read since reading is a basic skill for them; this is shown in figure 3.3.



**Figure3.3. Teachers' Opinion on Reading Texts Assigned in the Pupils Textbook**

The sixth question targeted the writing activities assigned in the textbook whether they fitted the learners' level. For this question, we got various answers starting with:

- two(20%) negative ones that stated the activities did not fit the learners' level at all and that the teachers had to adapt them.
- two (20%) answers that were positive *yes* without commenting.
- one (10%) response was *sometimes yes, sometimes no*.
- one (10%) answer was: *for brilliant and average pupils; however, not for the weak*.
- one (10%) was: *some of them are quite good, some are complex and some are ambiguous*.

- two (20%) answered that those *activities fitted their learners' level to a certain extent, and some others are not given enough importance.*

- And one (10%) was positive *yes* but the learners need more reading.

Coming to the last question, i.e. the seventh one, the researcher requested the teachers to suggest some activities that would help pupils improve their writing skills. This question allowed the researcher to obtain a variety of suggestions.

The teachers suggested to implement: gap filling activities, dialogue completion or dialogue practice, reading texts, interpreting short passages from English into Arabic or the opposite, ordering sentences, vocabulary and syntax practice, do some trips to see films, attend lectures at university (to be in touch with the language), story completion, expanding ideas, paraphrasing, summarizing, group works, educative games, easy activities but efficient, dictation to improve spelling and punctuation. The teachers' suggestions are mentioned in table3.2.

Schools	Teachers' Suggestions
Said Ahmed	Translating short passages from Arabic to English or the opposite
El Wiam	More guided activities – providing pupils with ideas to write coherent compositions- Eye witness acts- gap filling and ordering sentences-
Benmaissa	Dialogue completion- gap filling- ordering sentences
Draa Fatima	Vocabulary and syntax practice- oral activities- visual aids: films, songs do some trips- attend lectures at university to be in touch with the language.
Dar Abid	Reading, writing into group works- dictation
El Haoues	Story completion- quoting- expanding ideas, paraphrasing- group work- summarizing- educative games- easy activities but efficient- reading- practising dialogues- dictation to improve spelling.
Ennadjeh	Listening activities- reading texts to increase vocabulary- grammatical concepts- activities of punctuation

**Table3.2. Teachers' Suggestions to Improve their Learners' Writing Level**

Teachers' suggestions highlighted several important points that have to be taken into account and introduced in EFL classrooms as more reading and more writing including punctuation activities, dictation, ordering sentences, group works, translating short passages into Arabic and vice-versa, etc.

### **3.3. Teachers' Interview Analysis**

The analysis starts with the first question which is connected with the teachers' experience that varies from 32 years to 5 years, going through 23 years, 22 years, 28 years, 16 years and 12 years. This was done on purpose to get different opinions from experienced and novice teachers. To see also whether they encounter the same problems with their learners and how they conceive the solutions to their writing problems. To analyze learners' motivation to learn English as a foreign language, we noticed that this problem persists even if it is the last year of English tuition-seven years: four years in the Middle school and three years in the Secondary school- Most of the pupils still lack motivation to learn English which inevitably has repercussions on the learning process and skills improvement. This was confirmed by the teachers hence we have 60% of the answers that stated that some of the learners were interested, however, 30 % of them were motivated and only 10% asserted that English was her learners' favourite language. It is worth mentioning that those learners are rural ones (Telagh). What is to be stressed is that the scientific stream pupils generally prefer the scientific subject matters rather than language and literary subject matters.

As for the difficulties with regard to reading and writing skills, all of the opinions converged toward the point that our learners met difficulties when writing a sentence or a paragraph as opposed to reading where they can more or less read and comprehend. The reason that was really focused was lack of vocabulary, grammar knowledge and structures to build coherent sentences and paragraphs. The remaining causes were lack of writing practice at home and at school or the difficulty of tasks assigned in the textbook, in addition to the lack of reading.

Concerning teaching reading and writing skills separately, even if the teachers agreed with the idea, they still believe that writing difficulties remain and that reading should come first to prepare for writing 60 % (6). However, 10 % (1) remained indifferent to this fact as reading precedes writing anyway, in other words, learners do not produce a piece of writing if they do not read

first. Further, 10% (1) was against this idea arguing that reading will be reflected on writing, so they have to go hand in hand. 20% (2) of the teachers thought it was possible to achieve that but not all learners would benefit from it.

Noticing that our learners generally do not read even the texts of their textbooks, our colleagues were asked about this issue; our pupils would contribute to their skills development if they read at least those texts 90% (9) of the teachers were for reading the texts believing that they would enrich their vocabulary, improve their writing level and develop a love for reading as it is a basic skill. As opposed to that, 10% (1) of the teachers answered that the textbook was not enough at this level, they should go beyond it, in other words, read stories, newspaper articles, other books related to their level.

The following question was asked to know whether the writing activities fitted their learners' level. 30% (3) of them responded negatively and said that those activities were difficult and they had to adapt them. 30% (3) of them viewed them fitting their learners' level but insisted on reading more. 10% (1) of the colleagues told us that those activities sometimes fitted, sometimes not. 10% (1) of them answered that those activities fitted only brilliant and average pupils but not the slow learners, however, the weak not. Also, 10% (1) answered that some of the activities were quite good, some complex and some ambiguous. Lastly, 10% (1) colleague viewed that the activities fitted her learners to a certain extent and some tasks are not given enough importance.

The last question was about suggesting some writing activities to help learners improve their writing skills. All of our teachers agreed that our pupils needed help by developing activities relevant to their writing level. These suggestions varied from: listening activities, reading texts to increase vocabulary, grammatical concepts to activities of punctuation, dialogue completion and gap filling activities in addition to ordering sentences. Besides, another suggestion was providing pupils with ideas to write coherent compositions; eye witnessing acts: pupils may witness an event and report or describe what they saw. Others were for proposing films, songs, attending lectures at university (to be in touch with the language), while others suggested story completion, paraphrasing, quoting, expanding ideas, summarizing, group works, dictation to improve namely spelling and punctuation and educative games. All these suggestions were brought with **the condition of reading**, the teachers insisted on practising reading at

home and at school to be able to achieve the tasks. A teacher also suggested interpreting short passages from Arabic into English and vice-versa.

Broadly speaking, what can be concluded is that our foreign language learners still lack motivation to learn English as a whole and writing particularly. This may be due to the routine: activities assigned in the textbook may not be interesting or may be difficult, that is why, some of the teachers and learners do not give the expected importance and the teachers are therefore urged to adapt them according to their pupils' proficiency level. It is in this sense that the teachers suggested some activities as the ones of listening, songs, dictation, dialogue completion and the like to bring a variety of tasks and try to immerse their pupils in the learning process to assimilate the language better, thus, communicate and write correctly. We have to insist on the idea to review the syllabus not only the one of the third year but also the first and the second years to make them more enjoyable

### **3.4.Learners' Questionnaire Answers**

To investigate the problem of producing a piece of writing namely a paragraph and the reasons behind that, 159 questionnaires were addressed respectively to 3<sup>rd</sup> year scientific pupils aged between 17 and 21 years in the five schools of the Wilaya of Sidi Bel Abbes –urban and rural schools- (those aged 21 were repeating the year). They were required to answer 10 precise and clear questions, they were also asked to give us as complete and frank answers as possible.

#### **3.4.1. Said Ahmed School (AinEl Berd)**

This scientific class involved 7 boys and 15 girls: 22 pupils aged between 18 and 20 years. This infers that both teachers and learners work at ease. We obtained the following answers:

**Question 1:** having learnt English for six years, do you think that your level is: a) excellent; b) good; c) average; d) bad.

The answers are shown in table 3.3.

Answers	Numbers	Rate
Excellent	0	0%
Good	10	45.45%
Average	10	45.45%
Bad	2	9.09%

**Table3.3. Learners' Profile as regards EFL**

The number of answers by excellent was 0; by good and average was similar, i.e.10 (45.45%); however, only 2 (9.09%) were bad.

**Question 2:** learning English at school is: a) beneficial; b) waste of time; c) boring  
The results are stated in table 3.4.

Answers	Numbers	Rate
Beneficial	20	90.50%
Waste of time	2	9.09%
Boring	0	0%

**Table3.4. Learners' Opinion about Learning English at School**

Learners were quite positive in their answers; hence 20 out of 22 (90%) said it was beneficial, whereas 2(9.09%) found it a waste of time.

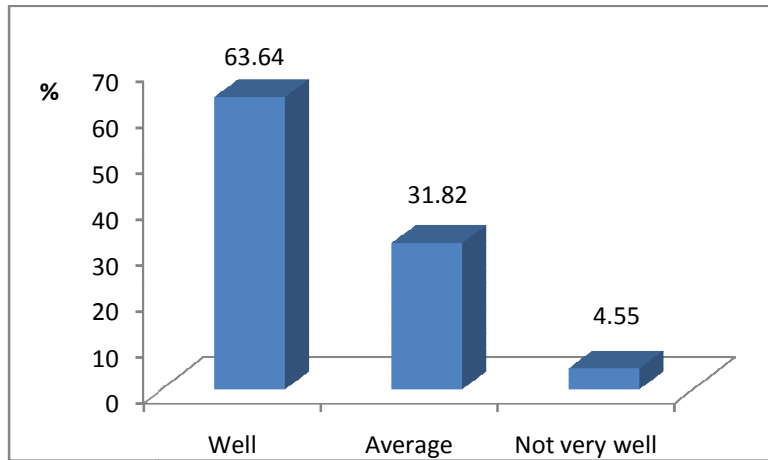
**Question 3:** how well do you read in English? a) well; b) average; c) not very well. Table 3.5 shows the answers.

Answers	Number	Rate
Well	8	36.36%
Average	12	54.55%
Not very well	2	9.09%

**Table3.5. Learners' Ability to Read in English**

12 (54.55%) pupils were average in reading, 8(36.36%) were good and 2 (9.09%) did not read well.

**Question 4:** how well do you write in English? a) well; b) average; c) not very well; figure 3.4 states these answers:

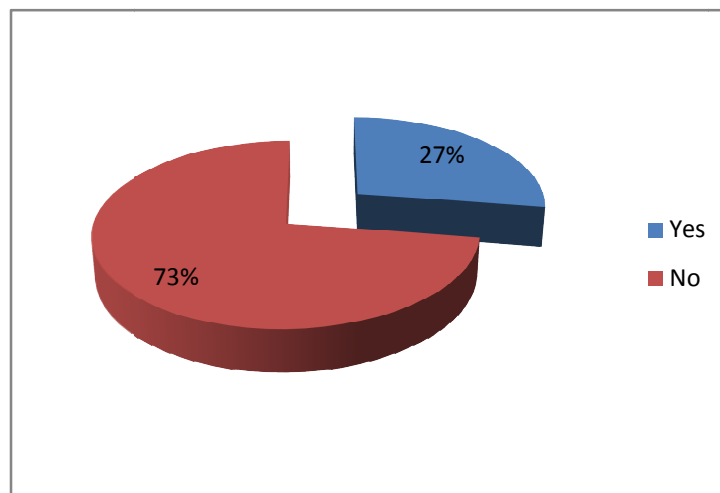


**Figure3.4. Learners' Ability to Write in English**

63.64% (14 pupils) of pupils wrote well, 31.82% (7pupils) were average and 4.55 % (1pupil) not very well.

**Question 5:**do you meet difficulties when writing? a) yes; b) no.

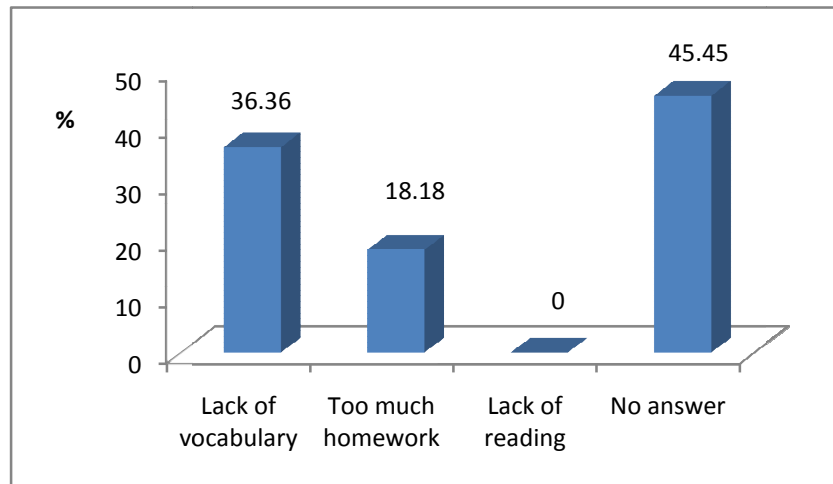
Figure3.5 states the results.



**Figure 3.5.Learners' Answers on Difficulties in Producing a Piece of Writing**

The majority answered they did not find difficulties when writing 16 (73%) whereas, 6 (27%) said they did.

**Question 6:**if yes, is it due to: a) lack of vocabulary; b) too much homework c) lack of reading. Figure 3.6 clarifies the answers.



**Figure 3.6. Reasons behind Pupils' Writing Difficulties**

As a consequence of the previous question, 10 (45.45%) pupils did not answer, 8 (36.36 %) answered because of lack of vocabulary and 4 (18.18%) because of home works. No answer was given for lack of reading.

**Question 7:** what kind of writing activities do you carry out in the classroom?

- a) Dictations;    b) compositions;    c) other activities. Table 3.6 shows the answers.

Answers	Number	Rate
Dictations	1	4.55%
Compositions	12	54.55%
Other activities	8	36.36%
No answer	1	4.55%

**Table 3.6. Writing Activities Carried out in the Classroom**

12 (54.55%) pupils said they did compositions in the classroom, 8(36.36%) other activities, 1(4.55%) said they did dictations and 1(4.55%) has not answered.

**Question 8:** Do you realize that reading has an important impact on developing your writing skills?

Three answers were negative while nineteen were positive arguing that reading develops writing skills, helps learn new vocabulary, write paragraphs, learn to write without mistakes, but they say they have no time for reading because of the home works.

**Question 9:**so, are you interested in starting to read now?

One answer was negative; however, twenty one answered positively saying that reading is important and beneficial. Besides, reading makes them mindful and able to write and helps them learn English rules...etc.

**Question 10:** what are your suggestions to improve your writing competencies?

The pupils' suggestions are stated in table 3.7.

Schools	Suggestions
Said Ahmed	Vocabulary tasks-read books/stories in English- communication- dictionary use-write paragraphs about the lesson done-more hours for reading- translate from time to time- speaking tasks- listen to music- watch films/news.
El Wiam	Interviews- grammar practice- home works- activities in class- vocabulary activities- communication-dictation-educative programmes- daily practice of sentences and paragraphs- read texts and write about them-newspapers-summaries- news.
Draa Fatima	Read more: books and newspapers- write more paragraphs- do more exercises-learn words and their definitions- watch English films- communicate more- use dictionary- dictation.
Dar Abid	Read and dictionary use- dictation-writing practice- use web sites- game-like activities as Scrabble-more time for English- re-ordering sentences- more vocabulary activities- English competitions- cultural exchange- use technology in learning
Ben Maissa	Dialogue-table completion- gap filling activities- read books/ newspapers- watch films and series- listen to music and understand lyrics- summaries- use dictionary to learn more vocabulary-dictation- game-like activities- activities related to pronunciation and grammar-provide ideas to write paragraphs- use simple language and easy words.

**Table3.7. The Five Schools Pupils' Suggestions**

There was a great variety of suggestions from pupils of the five schools, they were aware of their poor language mastery and the low proficiency writing level. The common points were: reading and more writing practice in addition to other suggestions.

### 3.4.2. El Wiam School (Telagh)

There were two small classes in this school, one counted 16 pupils among them 2 boys and 14 girls while the other class counted 12 pupils, 3 boys and 9 girls. The pupils were aged between 18 and 20 years. The number helped very much the researcher in her work.

**Question1:** having learnt English for six years, do you think that your level is:

- a) Excellent; b) good; c) average; d) bad

In both classes (S1 and S2) the answers were as follows in table 3.8:

	S1 class (16 pupils)		S2 class (12 pupils)	
Answers	Number	Rate	Number	Rate
Excellent	0	0%	0	0%
Good	7	43.75%	3	25%
Average	9	56.25%	9	75%
Bad	0	0%	0	0%

**Table3.8. Pupils' Level after Six Years of Learning English**

S1 class: 7 (43.75%) pupils were good and 9 (56.25%) were average, no one was excellent nor was a bad one. S2 class: as for this class, there were 3 (25%) good pupils and 9 (75%) were average; however, there was no excellent, no bad pupil.

**Question 2:** learning English at school is: a) beneficial; b) waste of time; c) boring. Table 3.9 below represents the answers.

Answers	S1 class (16 pupils)		S2 class (12 pupils)	
	Number	Rate	Number	Rate
Beneficial	16	100%	10	83.3%
Waste of time	0	0%	2	16.7%
Boring	0	0%	0	0%

**Table3.9. El Wiam's Pupils' View on Learning English at School**

100% (16) of S1 pupils viewed learning English at school beneficial, on the contrary S2 class pupils 10 (83.3%) of them saw it beneficial and 2(16.7%)a waste of time.

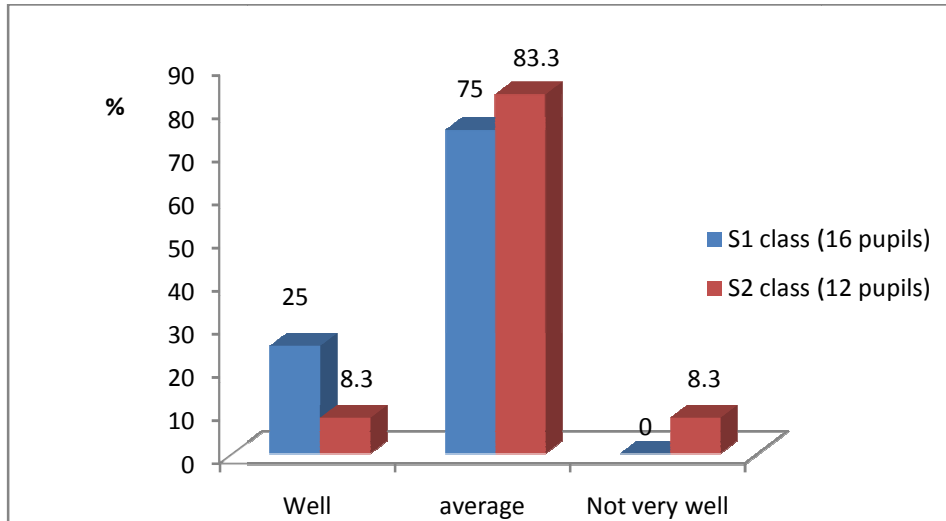
**Question 3:**how well do you read in English? a) well; b) average; c) not very well. Table 3.10 states the results.

Answers	S1 class (16 pupils)		S2 class (12 pupils)	
	Number	Rate	Number	Rate
Well	1	6.25%	1	8.3%
average	15	93.75%	11	91.7%
Not very well	0	0%	0	0%

**Table3.10. El Wiam's Pupils' English Reading Level**

In both classes, pupils had an average reading level 15 (93.75%) and 11(91.7%) and 1 pupil respectively (6.25%) and (8.3%) in each class was good at reading.

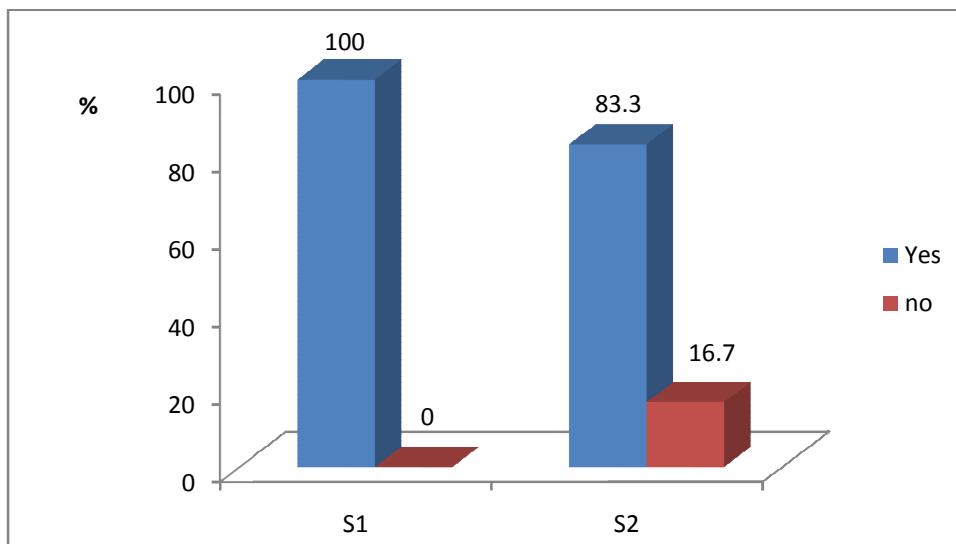
**Question 4:** how well do you write in English? a) well; b) average; c) not very well. Figure 3.7 shows the answers.



**Figure3.7. Pupils' English Writing Level**

In S2 class the majority was average 10 (83.3%), 1(8.3%) was good at writing and 1 (8.3%) did not write well, 4 (25%) had a good writing level in S1 class and 12(75 %) were average.

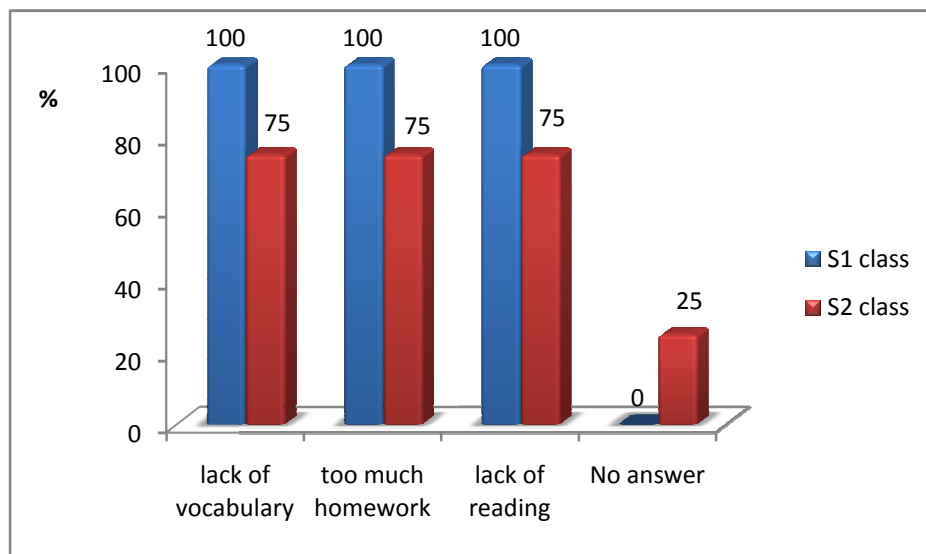
**Question 5:**do you meet any difficulties when writing? a) yes; b) no The answers to this question are stated in figure 3.8.



**Figure3.8. Difficulties Met in Writing**

16 (100%) of the pupils recognized that they met difficulties when writing in S1class. As for S2 class, 10(83.3%) admitted that they met difficulties; however, 2 (16.7%) answered by no.

**Question 6:** if yes, is it due to: a) lack of vocabulary; b) too much homework c) lack of reading. Figure 3.9. shows the pupils' responses.



**Figure3.9. Reasons behind Difficulties in Writing**

16 (100%) of the pupils in S1class stated that because of the three factors mentioned they met difficulties. In S2class, the 9(75%) answers varied between lack of vocabulary, too much homework and lack of reading and 3 (25 %) gave no answer.

**Question 7:** what kind of activities do you carry out in the classroom?

a) Dictations; b) compositions; c) other activities. Table 3.11 below states the results.

Answers	S1 class (16 pupils)		S2 class (12 pupils)	
	Number	Rate	Number	Rate
Dictation	0	0%	0	0%
Composition	2	12.5%	4	33.33%
Other activities	11	68.75%	6	50%
Composition+Other activities	3	18.75%	2	16.67%

**Table3.11. Activities Carried out in the Classroom**

2 pupils (12.5%) from S1 class said they did compositions, 11 (68.75%) answered they carried out other activities and 3 (18.75%) said they did compositions and other

activities. However, in S2 class 4 (33.33%) answered they practised compositions, 6 (50%) said that they did other activities and 2 (16.67%) said they did compositions and other activities.

**Question 8:** do you realize that reading has an important impact on developing your writing skills?

In S1 class, all of the answers were positive; they said they would develop their culture, their ideas, improve their writing and help them speak. While in S2 class some of them were negative because as they said they could not relate between ideas and could not understand the words; some others asserted that reading was important to have new ideas to be used in writing.

**Question 9:** so, are you interested in starting to read now?

The answers to this question in S1 class were *wonderful* as all of the learners answered positively saying that they loved English, enjoyed reading and wanted to improve their writing. In S2 class, we got 2 negative answers arguing that they preferred to watch American films and English channels. The remaining answers were positive.

**Question 10:** what are your suggestions to improve your writing competencies?

The answers are shown in table 3.7.

### 3.4.3. Benmaissa School (SBA)

Our concerned class in this school contained 34 pupils: 15 boys and 19 girls, aged between 17 and 21. Their answers were as follows:

**Question 1:** having learnt English for six years, do you think your level is:

- a) Excellent;    b) good;    c) average;    d) bad. Table 3.12 shows the results.

Answers	Number	Rate
Excellent	4	11.76%
Good	7	20.59%
Average	17	50%
Bad	6	17.65%

**Table 3.12. Benmaissa Learners' Level after Six Years**

In Benmaissa School, 4 (11.76%) pupils were excellent, 7 (20.59 %) were good, 17 (50%) were average and 6 (17.65%) were bad.

**Question 2:** Learning English at school is: a) beneficial; b) waste of time; c) boring

The results are in table 3.13

Answers	Number	Rate
Beneficial	28	82.35%
Waste of time	3	8.82%
Boring	3	8.82%

**Table3.13. Pupils’ View on Learning English at School**

28 (82.35%) pupils viewed learning English at school beneficial, 3 (8.82%) viewed it a waste of time and 3(8.82%) boring.

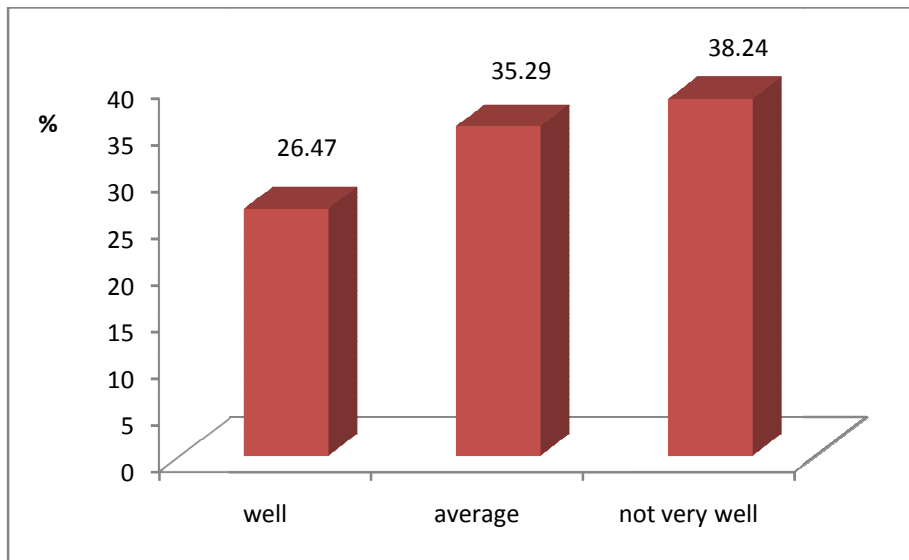
**Question 3:** how well do you read in English? a) well; b) average; c) not very well. The pupils’ answers are found in table 3.14.

Answers	Number	Rate
Well	13	38.24%
Average	15	44.12%
Not very well	6	17.65%

**Table3.14.Learners’ Ability to Read in English**

13 (38.24%) pupils said they read well in English, 15 (44.12%) were average in reading and 6 (17.65%) did not read well.

**Question 4:** how well can you write in English? a) well; b) average; c) not very well. Figure 3.10. represents the results.

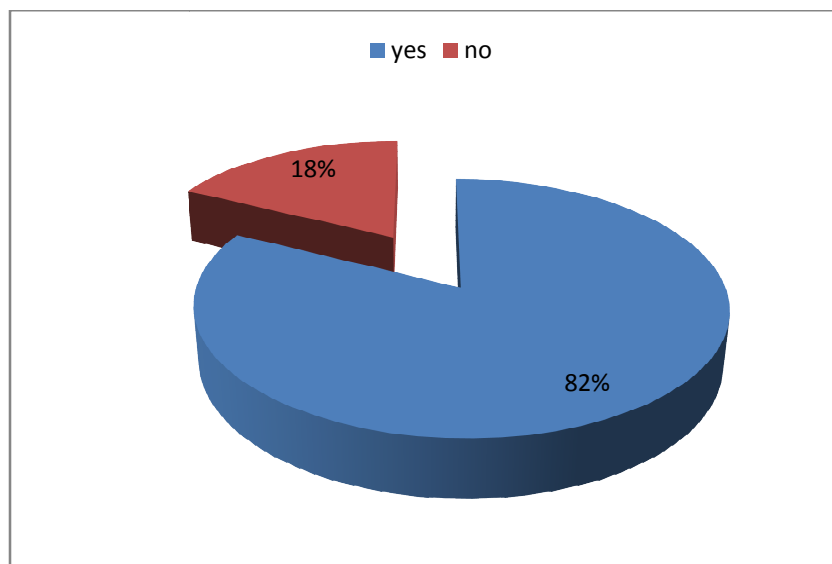


**Figure3.10. Learners' Level in Writing**

9(26.47%) out of 34 wrote well, 12 (35.29%) were average and 13 (38.23 %) did not write well.

**Question 5:**do you meet difficulties when writing? a) yes; b) no.

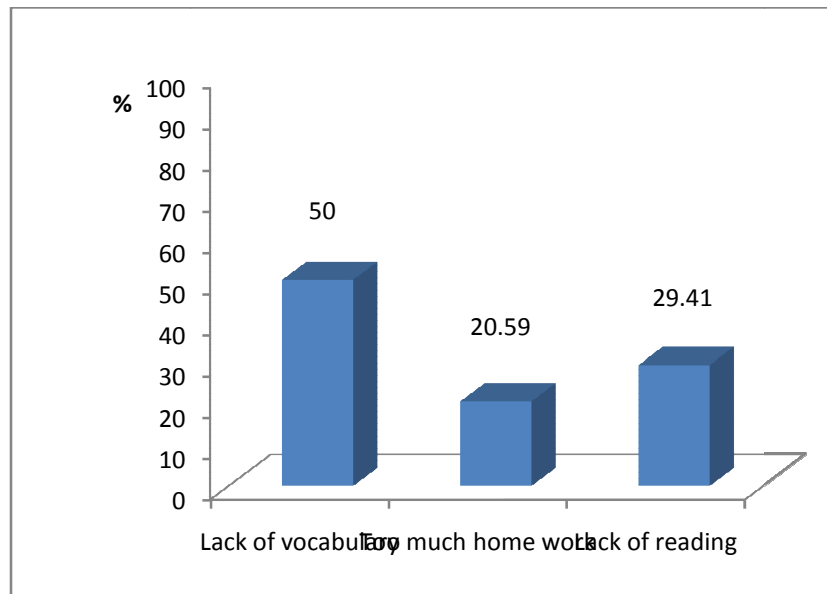
We may see the answers in figure 3.11.



**Figure3.11. Difficulties Met when Writing**

Out of 34 pupils, 28 (82%) admitted that that they confronted difficulties in writing and 6 (18%) said they did not.

**Question 6:** if yes, is it due to: a) lack of vocabulary; b) too much homework c) lack of reading. The answers are seen in figure 3.12.



**Figure 3.12. Reasons behind those Writing Difficulties**

17 (50%) pupils said they met difficulties because of lack of vocabulary; 7 (20.59%) because of too much homework and 10 (29.41%) recognized that this fact is due to lack of reading.

**Question 7:** what kind of writing activities do you carry out in the classroom?

a) Dictations; b) compositions c) other activities. Table 3.15. states the results.

Answers	Number	Rate
Dictations	1	2.94%
Compositions	3	8.82%
Other activities	29	85.29%
No answer	1	2.94%

**Table 3.15. Activities Carried out in the Classroom**

1 (2.94%) pupil answered they did dictation in the classroom, 3(8.82%) pupils said they carried out compositions while 29(85.29%) pupils answered they did other activities. 1 (2.94%) pupil has not answered.

**Question 8:** do you realize that reading has an important impact on developing your writing skills?

2 answers were negative among which **one** was a frightening response:

انا لا استطيع فهم المادة لأنى معفى منها،لم نقرأ منذ 8 سنوات

The pupil here says that he is not able to understand the subject matter because he has not learnt it since 8 years.

32 responses were positive believing that they would learn more vocabulary, develop ideas. Some pupils in this question could not express themselves so they left the answer. (They answered by *yes* and stopped their answer).

**Question 9:** so, are you interested in starting to read now?

6 pupils answered by no, arguing that they did not have time to read. 28 responded positively but not all of them could express their ideas in English.

**Question 10:** what are your suggestions to improve your writing competencies? Teachers' suggestions are mentioned in table 3.7.

#### 3.4.4. Dar Abid School (SBA)

The class in this school involved 36 learners, 12 boys and 24 girls aged between 17 and 19.

**Question 1:** having learnt English for six years, do you think your level is:

a) Excellent; b) good; c) average; d) bad. Dar Abid pupils' answers are stated in table 3.16.

Answers	Number	Rate
Excellent	1	2.78%
Good	13	36.11%
Average	18	50%
Bad	4	11.11%

**Table3.16. Pupils' Profile after Learning English Six Years**

In Dar Abid School, 13(36.11%) learners were good, 18 (50%)were average, 1(2.78%)was excellent and 4(11.11%) were bad.

**Question 2:**learning English at school is: a) beneficial; b) waste of time; c) boring. Table 3.17 below shows the answers.

Answers	Number	Rate
Beneficial	34	94.44%
Waste of time	0	0%
Boring	2	5.56%

**Table3.17. Pupils’ View about Learning English at School**

34 (94.44%) pupils considered learning English at school beneficial, 2 (5.56 %) viewed it boring and no one thought it was a waste of time.

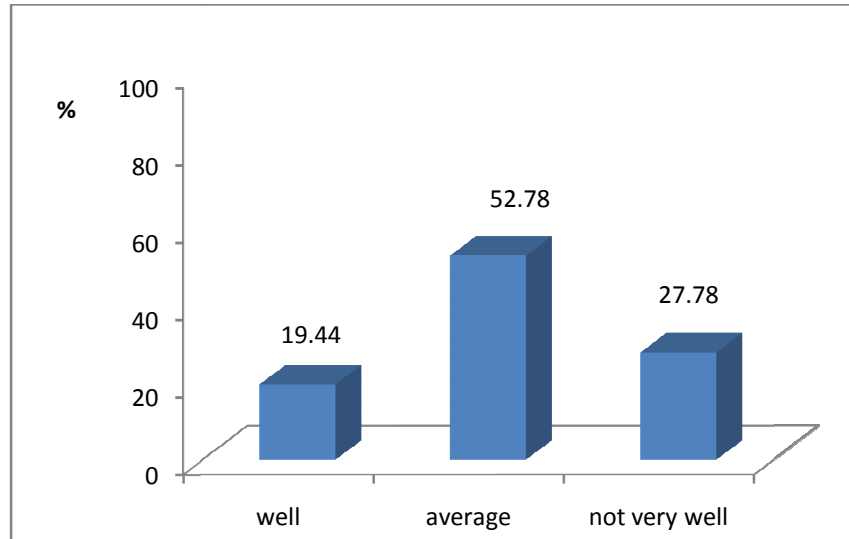
**Question 3:** how well do you read in English? a) well; b) average; c) not very well. The responses are in table 3.18.

Answers	Number	Rate
Well	5	13.89%
Average	21	58.33%
Not very well	10	27.78%

**Table3.18.Pupils’ Ability to Read in English**

21 (58.33%) pupils were average in reading, 5 (13.89%) read well while 10 (27.78%) did not read well.

**Question 4:** how well can you write in English? a) well; b) average; c) not very well. Figure 3.13 shows the answers.

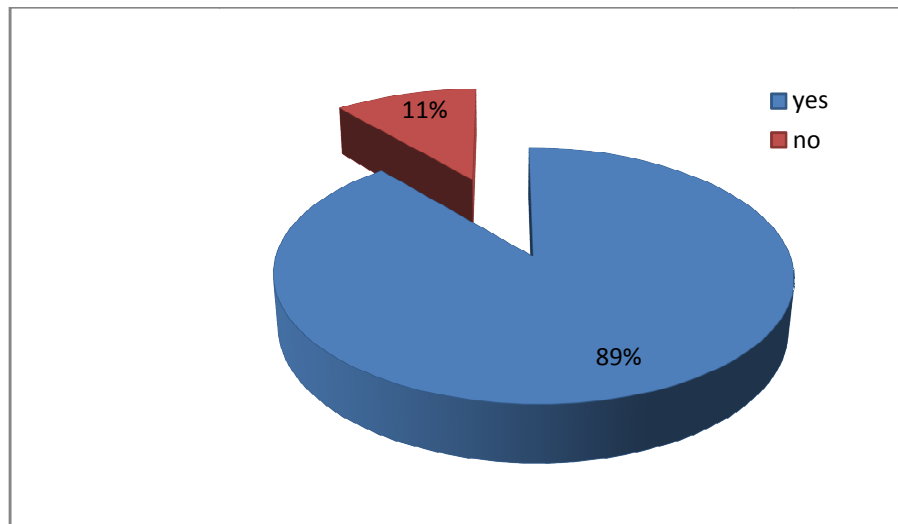


**Figure3.13. Learners' Level in Writing**

19 (52.78%) pupils were average in writing, 7 (19.44%) wrote well and 10 (27.78 %) did not write well.

**Question 5:** do you meet any difficulties when writing? a) yes; b) no

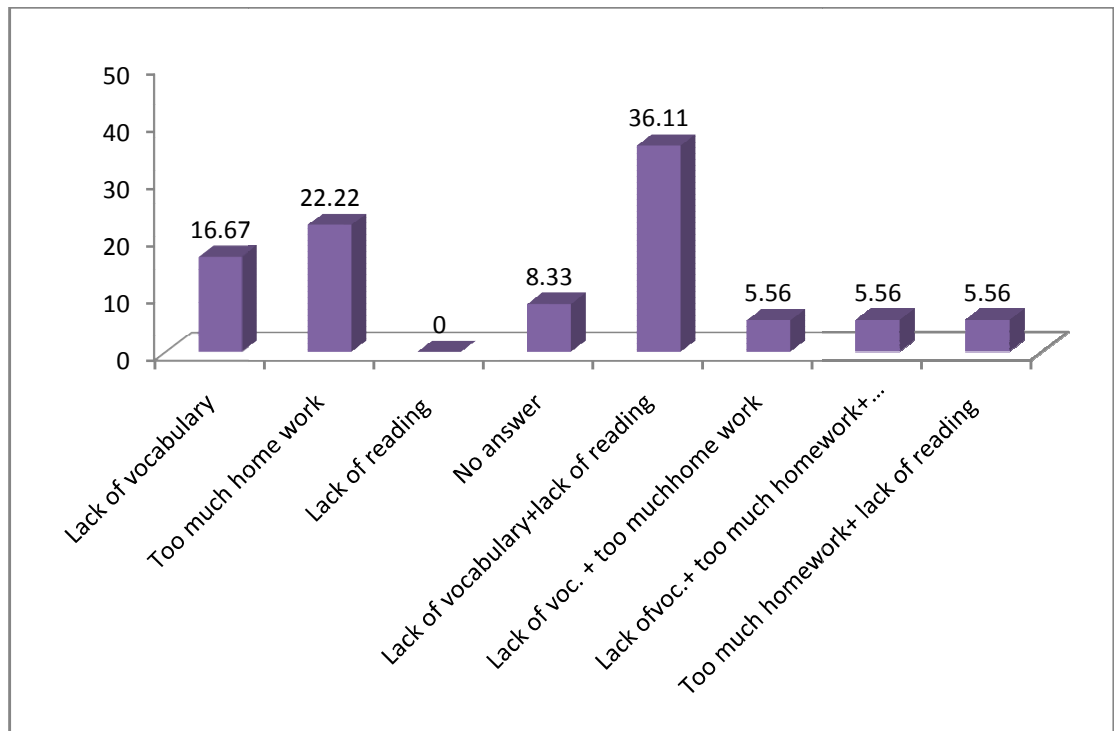
The pupils' responses are stated in figure 3.14.



**Figure3.14. Difficulties Met in Writing**

32 (89%) pupils out of 36 recognized that they found difficulties when writing 4 (11 %) said they found no difficulty.

**Question 6:** if yes, is it due to: a) lack of vocabulary; b) too much home work; c) lack of reading. The different answers are shown in figure 3.15.



**Figure3.15. Hindrances Preventing Pupils from Writing**

Hindrances preventing pupils from writing were various hence we have 13 (36.11%) lack of vocabulary and lack of reading; 2 (5.56%) lack of vocabulary and too much homework; 2 (5.56%) too much homework and lack of reading; 2 (5.56%) lack of vocabulary, too much homework and lack of reading; whilst 6 (16.67%) of them said because of lack of vocabulary and 8 (22.22%) too much homework.

**Question 7:** what kind of activities do you carry out in the classroom?

a) Dictations; b) compositions; c) other activities. Table 3.19. states the results.

Answers	Number	Rate
Dictations	4	11.11%
Compositions	31	86.11%
Other activities	1	2.78%

**Table3.19. Activities Carried out in the Classroom**

31(86.11%) pupils answered by compositions, 4 (11.11%) dictations and 1 (2.78%) said other activities.

**Question 8:**do you realize that reading has an important impact on developing your writing skills?

36 answers agreed on the **same point** which is reading is important they say reading helps them know new words, understand what they read and improve their writing abilities. One answer was given in Arabic:

أحب أن أتعلم اللغة الإنجليزية لكن لا أعرف، أفهم أحيانا لكن لا أعرف التطبيق والكتابة

A pupil answers that he likes to learn English but he does not know, he sometimes understands but cannot apply what he reads nor can he write.

**Question 9:**so, are you interested in starting to read now?

3answers were negative: *no, I have no time; I become bored; since reading takes time I do not want to read.*

33 remaining answers were positive one among which said she already did, the others said they wanted to improve their writing competencies through reading but they did not have enough time because of the home works.

**Question 10:** what are your suggestions to improve your writing competencies? The answers are found on table 3.7.

*Three* pupils did not answer.

#### 3.4.5. Draa Fatima School (SBA)

As for Draa Fatima School, the class that was to be investigated counted 39pupils among them 19 boys and 20 girls aged between17 and 20. The answers we obtained were as follows:

**Question 1:**having learnt English for six years, do you think that your level is: a) excellent; b) good; c) average; d) bad. The results are stated in table 3.20.

Answers	Number	Rate
Excellent	0	0%
Good	11	28.21%
Average	19	48.71%
Bad	8	20.51%
No answer	1	2.56%

**Table3.20. Pupils' Profile after Studying English Six Years**

11(28.21%) of the pupils said they were good, 19 (48.71%)average, 8 (20.51%) bad and 1(2.56%) has not answered.

**Question 2:** learning English at school is: a) beneficial; b) waste of time; c) boring. The results are in table 3.21

Answers	Number	Rate
Beneficial	29	74.36%
Waste of time	3	7.69%
Boring	7	17.95%

**Table3.21. Pupils' Opinion about Learning English at School**

29 (74.36%) out of 39 responded that learning English at school was beneficial, 3 (7.69%) found it waste of time and 7 (17.94%)said it was boring.

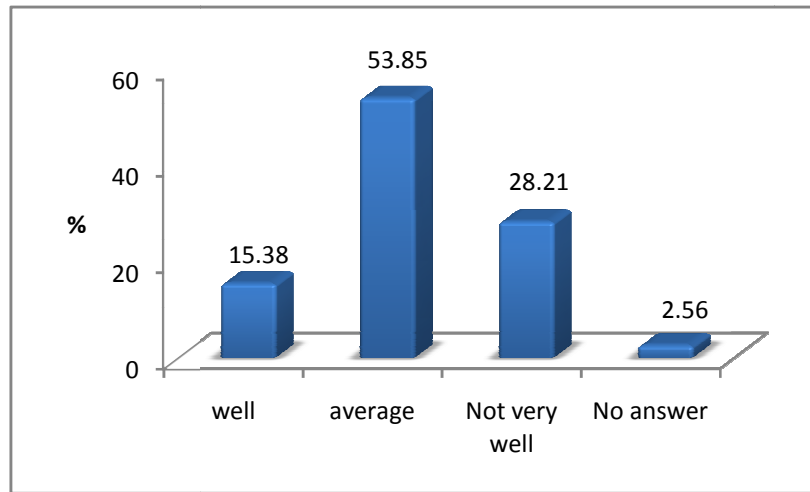
**Question 3:**how well do you read in English? a) well; b) average; c) not very well. We may see the results in table 3.22.

Answers	Number	Rate
Well	8	20.51%
Average	20	51.28%
Not very well	11	28.21%

**Table3.22. Pupils' Level in Reading in English**

20 (51.28%) had an average level in reading, 8 (20.51%) read well and 11 (28.21%) did not read well.

**Question 4:** how well can you write in English? a) well; b) average; c) not very well. Figure 3.16 shows the results.

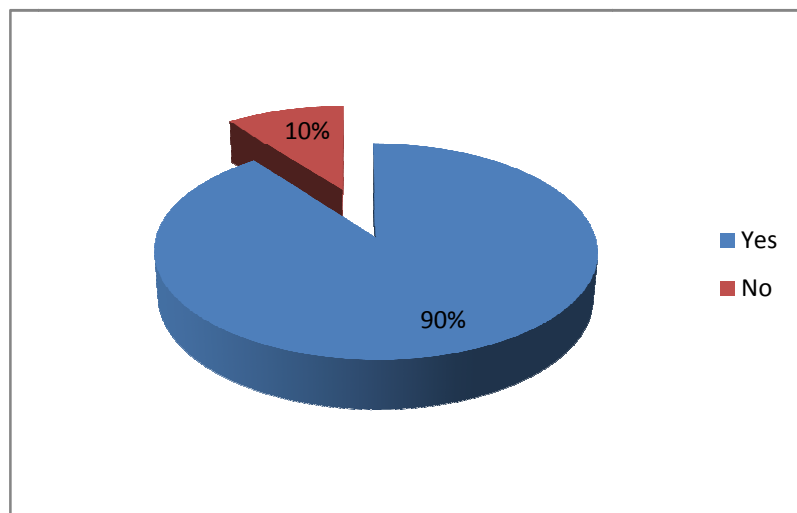


**Figure3.16. Learners' Level in Writing in English**

6 (15.38%) pupils wrote well, 21(53.85%) wrote average 11(28.21%) did not write well and 1 (2.56%) has not answered.

**Question 5:** do you meet any difficulties when writing? a) yes b) no

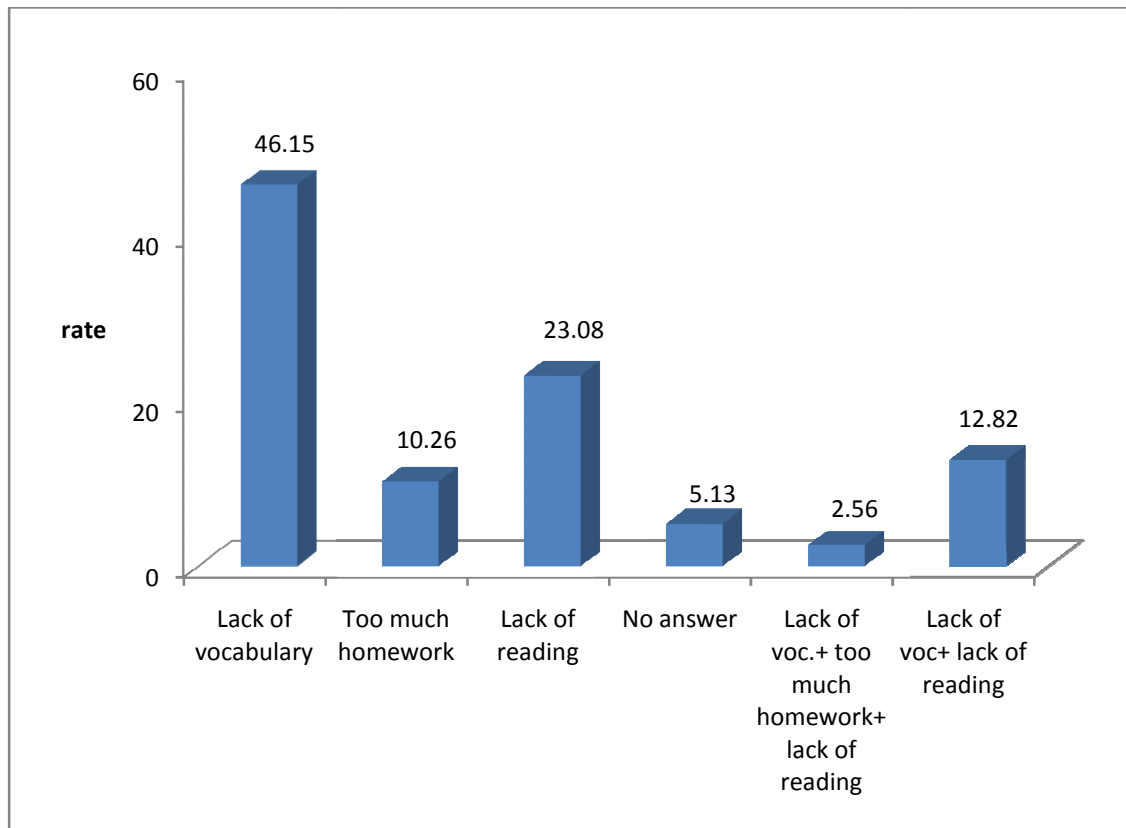
The answers to this question are stated in figure 3.17.



**Figure3.17. Pupils' Answers on Difficulties in Writing**

35(89.74%) pupils asserted that they met difficulties in writing while 4 (10.26%) said no.

**Question 6:** if yes, is it due to: a) lack of vocabulary b) too much homework c) lack of reading. The pupils' answers are represented in figure 3.18.



**Figure3.18. Reasons behind Writing Difficulties**

18 (46.15%) pupils answered the cause was lack of vocabulary; 4(10.26%) of them said because of too much homework assigned; 9(23.08%) recognized the cause of lack of reading; 2(5.13%) pupils did not answer; 5 (12.82%) justified this by lack of vocabulary and lack of reading and 1(2.56%)by lack of vocabulary, too much homework and lack of reading.

**Question 7:** what kind of activities do you carry out in the classroom?

- a) Dictations; b) compositions; c) other activities. Table 3.23. shows the results.

Answers	Number	Rate
Dictations	1	2.56%
Compositions	22	56.41%
Other activities	7	17.95%
No answer	3	7.69%
Composition+other activities	6	15.38%

**Table3.23. Pupils' Responses about Activities Carried out in the Classroom**

22 (56.41%) pupils out of 39 claimed they did compositions, 1(2.56%) dictation, 7 (17.95%) other activities, 6 (15.38%) compositions and other activities and 1 has not answered.

**Question 8:**do you realize that reading has an important impact on developing writing skills?

For this question, we got 36 positive answers without commenting, 1negative answer and 1 no answer.

**Question 9:**so, are you interested in starting to read now?

Again for this question, we had 31 answers *yes* without commenting, 6 answered *no* answer was: because I hate English **underlining** the word *hate* and 2 pupils did not answer.

**Question 10:**what your suggestions to improve your writing competencies?

Three pupils did not answer, one said he did not know and the remaining answers were various. Pupils' suggestions are stated on table3.7.

### 3.5. Learners' Questionnaire Analysis

To start with, let us list what we were given as data from the questionnaire addressed to the learners and how it was answered.

As far as Said Ahmed school-Ain El Berd- is concerned, 100% of the answers were given in English despite some writing mistakes. Pupils did their best to answer entirely in English. In El Wiam -Telagh- School classes, where we had respectively S1

and S2 classes, the number was reduced hence, in S1 class, there were 16 pupils while, S2 class there were 12 pupils. In S1 class, 100% of the answers were written in correct English. However, in S2 class, three answers among twelve were in Arabic, i.e. the 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> questions. No word was written in English. The other responses were written in an acceptable language. Moving to Benmaissa School(SBA), among 34 questions that were given back, 17 were written in Arabic, i.e. half of the number. Four of them were in French but within a sentence we found for instance, yes and the rest in French. The remaining answers 13 copies of the questionnaire were written in English but contained several mistakes principally spelling ones. As for Dar Abid School (SBA), 8 questionnaires among 36 were answered in Arabic. Pupils could not express their suggestions in English. 3 copies of the questionnaire did not include the last answer (10<sup>th</sup>) while 3 answers were in French. 22 responses were given in English, some in poor English some others in comprehensible language. Finally, concerning Draa Fatima School (SBA), 2 papers among 39 from the 7<sup>th</sup> to the tenth question, there were no answers. There was no answer in Arabic but the 8<sup>th</sup> and 9<sup>th</sup> questions were answered only by *yes* or *no* without any other information or explanation(19 answers). 20 answers were in English but in poor English because they contained spelling and style mistakes. For the last question, (10<sup>th</sup>), 5 answers cited the word *computer* with no further explanation. Thus, we could not understand what was meant by this word.

The first question was posed to have an idea about the learners' level after six years of English tuition and the *terminale* is the seventh year. In other words, to know whether they improved during their learning process. Firstly, in Ain El Berd School, we obtained 10 answers *average*, 10 *good* and 2 *bad*. There was no answer *excellent*. Secondly, in El Wiam school-Telagh- where there are two scientific classes, S1 class 16 pupils: seven of them answered by *good* and nine by *average* while S2 class counted 12 pupils, three answers were *good* and nine were *average*. In both classes, there was no *excellent* answer. Thirdly, Dar Abid School, SBA, the learners answered as follows: 1 *excellent*, 13 *good*, 18 *average* and 4 *bad*. Fourthly, Benmaissa school, SBA, the class involved 34 pupils among them 4 answers were *excellent*, 7 *good*, 17 *average*, and 6 *bad*. Lastly, Draa Fatima School SBA, 39 pupils in this class answered in the following way: 11 *good*, 19 *average*, 8 *bad* and 1 pupil did not answer.

What can be inferred from what was stated above is that the learners' level is average anyway except for those who excellent or good but are a minority, even there are some weak learners who could not benefit from their learning process during the Middle school cycle and the Secondary school cycle.

Thus, the second question was raised to understand better if they liked learning English as a foreign language or not. We got the following answers: in Ain El Berd School, there were 20 answers *beneficial* and 2 *waste of time*. Further, in El Wiam school, all of the learners i.e. 16 answered by *beneficial* in S1 class, but in S2 class, 10 pupils answered by *beneficial* and 2 by *waste of time*. 28 learners of Benmaissa School answered by *beneficial*, 3 by *waste of time* and 3 by *boring*. Concerning Dar Abid School learners, out of 36 pupils, we got 34 *beneficial* and 2 *boring*. Finally, Draa Fatima school learners, among 39 pupils there were 29 *beneficial*, 3 *waste of time* and 7 *boring*.

As far as this question is concerned, we noticed that the majority of our learners were aware that learning English as a foreign language is of a prominent importance for further achievements. This was proved by the results obtained. Yet, there were some answers that displayed learners' demotivation to learn English. Some of them found it boring, some others viewed it a waste of time. This was clearly shown in Draa Fatima School where we had 7 pupils, in addition to 3 pupils in Benmaissa School and 2 in Dar Abid School. What draws our attention is that rural learners are more motivated and interested in the learning process than urban ones. This is explained in their answers where there is no answer *boring* in both classes of El Wiam School and in Said Ahmed School. Despite that, there were two answers about *waste of time* both in Said Ahmed School (Ain El Berd) and in S2 class of El Wiam (Telagh).

We asked the third question to know how well they could read in English and to what extent their reading skills were developed and their impact on the writing skills which is the core of our research.

The pupils of Said Ahmed school had an "average" level of reading hence we got 12 out of 22; 2 pupils could not read well and 8 could read well. This means that their level is acceptable in reading. In El Wiam School, 15 out of 16 had also an *average* level; only

one answer was *well*, this was in S1 class. S2 class pupils answered as follows: 11 out of 12 were *average* and one solely was *good* or could read *well*. Concerning Benmaissa School, among 34 pupils, there were 13 who read *well*, 15 *average* and 6 *not very well*. Dar Abid school pupils were 21 out of 36 of an *average* reading level, 5 could read well and 10 *not very well*.

Thus, we reckon that our pupils' level of reading is average but what was noticed in the data compiled is that there was no answer revealing *not very well* in rural schools, the answers were either *well* or *average*; whereas, in urban schools, there was a considerable rate that revealed that our learners *could not read very well*. This problem will be justified later in the coming questions.

Subsequently, this lack will have repercussions on the writing skills because pupils who do not read cannot develop the expected vocabulary and grammar structures that will be exploited in producing paragraphs later, and the fourth question was asked in this sense. The answers were related: those who could read *well* or had an *average* level could write *well* or *average*, and those who could not read *well* or even who were *average* could *not write well*, it is an indispensable condition. Therefore, in Said Ahmed, we got 14 pupils who wrote *well*, 7 wrote *average* and one did *not write well*. In El Wiam School, in S1 class, 12 pupils was *average* in writing and wrote *well*. In S2 class, 10 pupils out of 12 were *average*, 1 wrote *well* and 1 did not. Concerning Benmaissa School, although, more than half of the pupils could either read *well* or *average*, more than the half either wrote *average* or *not very well*. In addition to the remaining ones, 9 could write *well*, it was a minority. The same observation for Dar Abid School where we have  $\frac{3}{4}$  of the learners who were *average* in writing or *not very good* even if they are *average* in reading. Curiously, the same number of "not very well" in reading is also *not very well* in writing, which is quite logical. Similar results were obtained in Draa Fatima School, hence, there were 20 pupils who had an average level in reading, 21 average in writing, 11 pupils *not very well* in reading, 11 *not very well* in writing, 8 pupils read well and 6 wrote well with the exception of 1 pupil who did not answer. The answers were logical and related.

From the fifth question, we start to investigate this problem of lack of reading and consequently the difficulties met in writing. This question itself was posed to see how many of them encountered difficulties in producing paragraphs mainly. The great

majority of our learners admitted that they met difficulties when writing in urban schools as well as in rural schools. One result attracted our attention, the one of El Wiam school (Telagh) S1 class where we had 16 out of 16 who said they met difficulties even if they read well and wrote well or average. The same issue in S2 class of the same school where there were 10 of the answers by *yes* and only 2 by *no*. Unlike El Wiam School, Ahmed Said school 16 pupils responded by *no* and only 6 by *yes*. The researcher noticed that in rural schools, pupils who read well and write well or average, reckon that they meet difficulties when writing because they are willing to improve their competencies. They want to learn more. In urban schools, the answers were striking. In Draa Fatima school, there were 35 out of 39 who responded by *yes* and 4 by *no*. In Dar Abid school, 32 answers were *yes* and 4 *no*; Benmaissa school 28 *yes* and 6 *no*.

After getting these responses, it was noticed that the writing issue is raised among our foreign language learners. Let us go further to know why this problem is growing. The sixth question was precisely posed to know pupils confronted difficulties when writing. Three propositions were given on purpose: lack of vocabulary, too much homework, lack of reading.

As for Said Ahmed school (Ain El Berd), pupils' answers were principally based on *lack of vocabulary* and *too much homework* assigned by other teachers, which does not give them time to practice writing at home. However, 10 answers were not given. In S1 and S2 classes of El Wiam (Telagh), the majority of pupils responded that they had a lack of reading and lack of vocabulary and the minority answered that too much homework prevented them from reading at home. Benmaissa's learners focused on *lack of vocabulary*, 17 pupils and *lack of reading* 9 pupils, these two parameters go hand in hand. In addition to the third one which is *too much homework* 7 pupils. Further, Dar Abid's pupils revealed that *lack of vocabulary* and *lack of reading* were also the principal cause of their writing difficulties, 8 pupils argued that they had too much homework assigned each session as they had the Baccalaureate exam to take. The great majority of Draa Fatima's pupils, 18 said they lacked vocabulary and the remaining answers were either *too much homework* and *lack of reading* or *lack of vocabulary* and *lack of reading*. Besides, 2 answers were not filled in.

These answers were actually expected, it was confirmed by pupils that the lack of vocabulary and lack of reading were the main cause of their low writing proficiency

level, in addition to the home works assigned by teachers of the scientific subject matters. Most of Terminale scientific pupils prefer to concentrate on scientific subject matters as they have a **high coefficient** and **more hours** per week.

In the following question, which is the seventh one, the researcher wanted to know about the writing activities carried out in the classroom. Almost all pupils in every school talked about compositions and other activities that were mainly: grammar and vocabulary activities assigned in the textbook, in other words “Grammar Explorer” and “Vocabulary Explorer”. Furthermore, the compositions assigned in the classroom are either about “Think, Pair, Share” or “Writing Development” or “Say it in Writing”. We infer that these activities are guided or semi-guided. They do them in the classroom with the teacher, i.e. learners are always assisted they do not have the opportunity to practise free tasks because of the syllabus which is overloaded on one hand, and the time table on the other hand: 3 hours a week are actually not enough for our learners to assimilate every aspect presented in the syllabus because they rushed. As a result, they are unable to learn the language correctly. Even though, there was a minority of learners who did not answer this question: 1 in Benmaissa, 3 in Dar Abid, 1 in Said Ahmed, and 3 in Draa Fatima.

The eighth question was raised with the intention of seeing if our learners are aware of the importance of reading in developing their writing and thinking abilities. The answers were satisfactory for a large number of our participants who were aware that reading has an important impact on writing, hence we got: 19 out of 22 in Said Ahmed, 3 answers were negative; 16 in S1 class in El Wiam school; 10 out of 12 in S2 class of the same school, 2 of them were in Arabic. 2 answers were negative arguing that they could not read, could not relate between ideas and could not understand the words.

35 out of 36 answers were positive in Dar Abid School. 1 answer was in Arabic. In Benmaissa School, 32 out of 34 answers were positive too, 2 answers were negative; half of thirty two answers, 16 were in Arabic. Concerning Draa Fatima School, 36 out of 39 were positive; 1 of them was negative and two pupils did not answer. All of the positive answers given included the same ideas, in other words, they all argued that when they read, they will develop a new style of writing, learn new vocabulary, have new ideas improve their expression-oral and written- In addition, they admitted that they will learn how to spell words and develop their language level. Nevertheless, almost half

of the answers were given in Arabic although they understood the question except for S1 class of El Wiam School where 16 of the answers were in English. Moreover, there was one frightening answer from Benmaissa School: “we have not studied English for 8 years.” Even though, those who answered negatively told us that they did not have time to read or they did not like to read.

The pupils were requested in the ninth question to tell us whether they were interested in starting to improve their language proficiency level. Those of El Wiam School S1 class answered all of them by “yes”. While S2 class, 2 were negative, i.e. they were not interested; however, 10 of them were positive. Concerning Ain El Berd School, 21 out of 22 answers revealed that they were ready to start reading, whereas only 1 was not interested.

As far as Benmaissa school is concerned, 6 of the learners answered by “no” arguing that they did not have time for that; on the other hand, 28 out of 34, which is the majority were positive. Among those answers 13 were stated in Arabic. Dar Abid School pupils’ answers were as follows: 3 were negative, 1 argued that he has no time, the second argued he became bored and the third one “it takes time”. Whilst 33 out of 39 were encouraged to do so, even 1 of them told us he had already started to read. Finally, Draa Fatima pupils, out of 39, 31 said they were interested but 2 did not answer and 6 were negative, more than that one of them said: “no, because I hate English” he underlined the word *hate*. All the positive answers agreed upon common points whenever our learners started to read. They affirmed that reading is beneficial to develop their mind and learn English rules including grammar and vocabulary. Besides, they improve their writing competencies as well as oral skills. Some of the learners asserted that they enjoyed learning this language and love it. Fortunately, our learners are conscious of the importance of English as a foreign language that has to be taught and learnt in our educational institutions. A word was recurrent in our pupils’ answers: “difficult”. They said that they would like to read and learn English but they find difficulties especially in comprehending the words: it is **difficult** to understand.

Ultimately, the last question, the tenth, was posed to urge pupils to think of some suggestions they believed suitable or relevant to improve their writing competencies. The researcher was surprised by the propositions brought. The majority of pupils’ suggestions converged towards the following points: more vocabulary and grammar

activities, tasks related to pronunciation and spelling, more reading: newspapers, books, stories, films and serials, dictionary use and paragraph writing: daily practice, summarizing paragraphs. Several pupils also suggested **dictation** which allows them to learn spelling, pronunciation, punctuation and new vocabulary especially after living this experience with the researcher. Some others proposed game-like activities as Scrabble and cross words which demand reflection and develop thinking skills. In addition to re-ordering sentences, table completion, gap filling, dialogue completion group works, educative programmes, English competitions. Some among these answers spoke about devoting more time for English, i.e. more hours in the time table to allow learners to communicate more. One pupil answered “la volonté d’apprendre” i.e. to be willing to learn. Yet, there were other reactions as 3 pupils did not answer in Dar Abid School, 1 answer in Benmaissa School was negative, 3 pupils in Said Ahmed School did not answer, 5 responded they had no suggestions and in Draa Fatima School 1 pupil said he did not know and 3 did not answer. What we noticed in the pupils’ suggestions is that they were very much close to those proposed by teachers. This lets us understand that our learners are perfectly aware that the English learning process needs more work, more motivation and more practice. Some of them went beyond that suggesting game like activities, educative programmes and cultural exchange with natives, this may allow them to enhance their learning skills and foster their thinking competencies.

### 3.6. Learners’ Tests Analysis

#### 3.6.1. First Test

The learners’ written tests analysis will follow Corder’s (1967) method of error analysis. This method includes 3 stages: a) collection of sample errors; b) identification of errors and c) description of errors.

As for the first test, it was achieved dealing with “Ethics in Business” unit where learners were required to write a paragraph about *how they would fight violence if they were elected headmaster of their school*. This topic implies first and foremost the use of **conditional type 2** and the focus on ethical and unethical behaviour on the part of pupils. Pupils were asked to write short paragraphs, not beyond 12 lines/ 130 words. Learners were not informed that their works were going to be under examination. An outline was given to guide them, this was done mainly for pupils in urban schools;

however, in rural schools learners insisted to put an outline by themselves. The results obtained for the first test were as follows:

In Draa Fatima School, some learners attempted to write but their paragraphs contained some meaningless sentences as if *I were the headmaster of my school, I would do to fight violence by educated seriously and realize a rules. If I were the headmaster of our school, I would do to fight violence in my school, I stop the our violence, I do the rules to accept, and I put well educated, I give our student her right and respect her duties and I keep out old the noisy student.* Works as the ones cited above included problems mainly sentence structure, verb tense agreement, and the misuse of the article *a* in....*I would realize a rules*; further, there were problems as *if I were the headmaster of my school, I would do to fight.....*, but they say *I give our student her right I stop violence...*The errors made in these works are principally those of language transfer from their native language. Most of our learners cannot get rid of thinking in Arabic and write in English which results in meaningless English sentences *I give our student her right* أعطى طالبتنا حقها.

What could the pupils simply say: a) *If I were the headmaster of my school, I would respect our students' rights and duties and teach others how to respect them.* B) *If I were the headmaster of our school, I would impose rules or a rule,* for a better use of articles and verb tense agreement with conditional type 2 for which the researcher noticed that the conditional in the main clause was not respected, though it was studied. The other remark that was taken into account is that there were no spelling mistakes. Other works were somehow better in meaning but involved basic spelling and grammar errors as *if I were the headmistress of my school, I'll take some notes concerning violence and try to change them to have more respectful pupils. First, I'll impose more stricter lows to punish each one who breaks regulations; or violence becomes a serious problems in our tiles, so if I were the headmaster in my school, I will make the honesty the key of every behaviours of my pupils.* The right sentences would be: a)*if I were the headmistress of my school, I would take notes concerning violence; apply rules to have more respectful pupils.* B) *first, I would impose stricter laws to punish....*The problem of the comparative form is still raised, hence, the learners are confused about how to use the comparative of short and long adjectives in addition to spelling problems which are due to the lack of concentration and the absence of the use of dictionary. Moreover,

there were some paragraphs which were too short and unclear and the punctuation did not appear.

Dealing with Dar Abid learners' works, the same errors appeared as the ones of conditional type 2: *if I were the headmaster, I will do all my best to stop and combat violence in our school, ...I would take and put very serusely regulation and I put psychologist to talk with them about this problem, if I were the headmaster of school, I would to convocate your parents I fixe the problems between pupils and I regulate it..., ....strategie..., if I were the headmaster of school one day, I'll try to apply all the values to have a peace in my school..., ...I'll said to them that the brother ship is an activity to fight the violence in our country...* In addition to spelling mistakes as *wich, usefull, activitise, proplems,....*The other common problem in some of those works is the absence of punctuation also. Nevertheless, there were two acceptable works with scarce errors and punctuation was respected. We can illustrate with the following passages:

*If I were the headmaster of our high school, I would do all that I can do to fight this violence because it affects in a negative way on my pupils and their levels. I would put strict laws to punish every violent guy in the other hand would try to build a good relationship of brotherhood among peoples by appointing a psychologist, he would listen to their problems and pains in order to help them to face their fears and doubt...*

Beside this, there is another passage: *personally, I would try and love the only way to resolve problems that gets the goal to live in peace and brotherhood... or*

*Firstly, I would organize group works between pupils and sensitize them; I would also put strict laws and punish them. Secondly, I would organize peace activities and make friendship between pupils and I would also provide them with books.*

Let us put the above passages under scrutiny. As it was mentioned at the beginning, there were common errors in Dar Abid learners' productions hence, we noticed that the same problem of conditional type 2, punctuation, and spelling was raised. Further, the misuse of *a* with abstract nouns also appeared in their sentences as *a violence, a peace ...Those errors apparently* occur owing to the lack of concentration with the teacher when dealing with grammar lessons. Basic errors are made: *I'll said, if I were ...I would convocate your parents.* Knowing pertinently that the future never agrees with the simple past, they should say: *I will say, if I were, I would....*Then, cohesion problem within a sentence also appears: *I would convocate your parents, yet,*

they should say I would convoke *their* parents. Besides, we identified some spelling mistakes, for instance, wich, activitise, proplems...Again these errors occur because of lack of concentration in addition to the absence of revising what they write. In addition to style mistakes as *I would take and put serusely regulation*. Learners confuse when to put singular and plural forms, hence, they would say: *I would put serious regulations*, or *I would pass serious regulations*.

Hopefully, there were some meaningful sentences and passages despite few improprieties as repetitions: *ifI were the headmaster of our school, I would do all that I can do to fight violence...etc*. There are correct sentences too: *I would put strict laws to punish every violent guy, instead of guy, the pupils could use the word **pupils***. Another acceptable sentence was: *Firstly, I would organize group tasks between pupils and sensibilise them*. This sentence is correct but the word *between*, it is a matter of word choice, she/ he could say *group works*; this is the result of language transfer: من بين التلاميذ

Foreign language learners cannot avoid thinking in Arabic before producing any piece of writing in addition to the absence of dictionary use. Broadly speaking, in spite of errors or the misuse of words, there were some good paragraphs with a few improprieties.

As far as Benmaissa learners' paragraphs are concerned, in some works, pupils started their paragraphs with a dash(-):

-If I were the headmaster of my school, I would have a good behaviour...

-If I were a headmaster of my school, I would make my own list of serious measures to fight violence. Moreover, their works contained some style mistakes:

I would invite their parents to make a serious conversation or maybe I would know the reason why this pupil are like that. This sentence was thought in Arabic and transferred into English. In addition to that, there is a problem of plural form: *this pupil are*. Another example of style and L1 transfer: *I would make strect rules like blame them or punished them or change them the school to be example to the another violent pupil*. This is striking, we may remark to what extent our learners are influenced by their L1 and cannot make efforts to improve their reading skills to learn new vocabulary and grammar structures to be applied when writing productions. So, like that, *I would keep*

my school safe and organize. In L1, it is: وهكذا سألقي على مدرستي الأمان والنظام. A literal translation from Arabic. Besides, what was found is the wrong use of articles: *I would give an advices to the peoples; a good pupils; there is a lot of ways...* These errors are frequent in our learners' productions though they were studied in grammar lessons. It is worth mentioning that "Articles" are studied from the Middle School and there is a reminder each year until the last year of the secondary school. The spelling errors were also frequent in those productions, to illustrate this, we mention the following examples: scool, ruls, stret, outhur pupil, dicision, I wile take... there parents etc.

With regard to the first illustrations, we would correct them as follows:

*I would invite their parents to discuss with them the reasons of their violent behavior at school.*

*I would pass strict rules to punish violent pupils.*

The spelling mistakes should be: *an advice, a good pupil, or good pupils, there are a lot of ways to fight violence, decision, school, their parents I will take, other pupils etc.*

Even though, there were some meaningful sentences but not complete paragraphs:

*Firstly, I would gather the pupils who make violence at school and I would talking with them. Or If I were the headmaster of my school, I would do change the programme of the school, I wile take a serious decision to fight violence to have a nice and calm school.* The ideas are good but are not written correctly. Note that in Benmaissa's learners' productions, there was the absence of **punctuation**.

As for Said Ahmed School learners' paragraphs, although the ideas were good and well organized with sequencers, they were not well expressed. The same errors occurred in their works: capitalization problems as *if I were ahead master, First, I stop the fight and try to understand the origin of the problem then, ask who start in that and why.*

*in our daily life, people have many problem sometimes they become face to face with it...* Such sentences include not only capitalization problems but also style problems, agreement, L1 transfer. Within the same class, the overwhelming majority of the paragraphs lack punctuation, i.e. either it does not exist at all or it is misused. In other words, the comma (,) and full stop(.) are not put in their right place or there is a capital

letter after a comma as ...*First, I...* and small letter both at the beginning of the sentence or after a full stop: ...*the origin of the problem. after that, I do...*In Said Ahmed learners' works, there are two important points: the first one is the dash (-) or (.) in front of the paragraph, *.as we see in our daily life, pupils think that violence is the onely solution to fix problems between them.* Or

*-Violence is something bad and there is many people who take their rights with violence.*

Furthermore, there are style errors, spelling errors, grammar errors.

*-Style errors: Finally, how respect authers, this is what we need in our schools. so it's high time made this solution to get good results.*

*in our days, we find more violence in school than before...*

*-Grammar errors: if I was a headmaster, I will do many things to fight violence; by make rooles make them in good position and the last solution by punish;... to not repeat that.*

*-Spelling errors: there rights, hadmaster, freindly, respectfull, punish, vilonce, recerches...*

To correct some of the errors, we could have:

*Finally, our pupils need to learn how to respect others...*

*Nowadays, violence spreads more in our schools...*

*If I were a headmaster, I would do....*

*Or by passing rules to punish violent pupils;*

*Their rights, headmaster, friendly, respectful, violence, punish, researchers...*

What we conclude from Said Ahmed learners' works, is that pupils had good ideas, most of the paragraphs were clear, i.e. the introduction, the body and the conclusion, yet the handicap that stood to get meaningful and correct sentences was the lack of appropriate vocabulary and grammar structure, L1 transfer which engenders meaningless sentences. Till now, the errors are recurrent owing to the same reasons stated before although our learners like to read and write.

We are going to see with the last school, El Wiam and what pupils' tests contain. Pupils in El Wiam School, brought some good ideas, sometimes very good ones, correct vocabulary to construct their sentences; let us highlight some of them: on one side, we have: *Violence is unethical behavior in our society and our school. If I am a headmaster in my school, I will fight this violence... This phenomenon resulting from many causes First of all cruelty and negligence, Secondly the poverty of the important reasons in the prevalence of violent behavior as a result of the poor class sense of injustice. addition to that, the loss of affection result of divorce or los of parent is one of the main reasons of school violence...* Of the same work, the conclusion was: *I hope to apply these solutions to eradicate school violence.*

Another interesting introduction related to their level despite some spelling mistakes: *violence is a behavior involving physical force intended to hurt or to make a damage we can find it in stations, streets and also in schools.*

On the other side, there were other paragraphs that contained the same errors as the ones already cited before. We will present some of them:

-style mistakes: ...so, the time has come to combat this problem and to sense our pupils about the negative effect of the violence, so we must put hand in hand to form a good generation without agression or violence.

-agreement mistakes: *we can suggest two main solution, this pupils, many place*

-grammar mistakes: *we have decide, we should created, if I will be a headmaster*

-spelling mistakes: *sever, lows, their country, objectif, pupile, strect laws, very panish, how cause;*

-misuse of articles: *the violence, an headmaster.*

The errors cited above are recurrent, they were found in the previous works. What was noticed through those works, was that pupils wanted to express themselves but they **could not find the right words**, that is why, we read sentences or expressions thought in Arabic and transferred into English as the first one:

حان الوقت لنحارب هذا المشكل ونوعي التلاميذ أن العنف ينعكس سلبا عليهم ولهذا يجب علينا أن نضع اليد في اليد لتكوين جيل بدون عنف

The pupil claims that it is time to fight this problem and make our pupils aware that violence has bad effects on them thus we have to put hand in hand to form a generation without violence.

The learner in this sentence that was the conclusion of his paragraph, could say after having studied “it’s high time” “and it’s about time” in this unit: *it’s high time we combated violence together in our schools and society as a whole.*

With regard to the next types of errors, we could have:

-We can suggest two main solutions; these pupils; many places; we have decided; we should create; if I am/were the headmaster, I will/would...

Pupils were taught that with abstract nouns, there is no article like peace, honesty, violence, love...that in front of a consonant there is *a* and in front of a vowel there is *an*. Some samples are gathered in table 3.24.

Error Collection	Error Identification	Error Description and Correction
Style errors	<p>-If I were a headmaster, I would do to fight violence in my school, I stop the our violence, I do the rules...</p> <p>- If I were the headmaster of school, I would do to convocate your parents I fixe the problems between pupils and I regulate it</p> <p>- I would make strect rules like blame them or punished them or change them the school to be example to another violent pupil.</p> <p>-Violence is something bad and there is many people who their rights with violence.</p> <p>- so the time has come</p>	<p>These samples among others include language transfer from L1, i.e. pupils think in Arabic and write in English in addition to the other errors within the same sentence. The correction is: if I were the headmaster, I would fight violence in my school by passing laws/ rules.</p> <p>If I were the headmaster of my school, I would convoke pupils’ parents to discuss with them this problem.</p> <p>I would punish violent pupils by applying laws...</p> <p>Violence spreads more</p>

	to combat this problem and to sense our pupils about the negative effect of the violence, so we must put hand in hand to form a good generation without agression or violence.	and more in our schools, ... So, it's high time we combatted violence and sensitized our pupils about the bad effects of violence on their behaviour and life as a whole.
Grammar errors	-First, I'll impose more stricter lows, ... - violence is a serious problems If I were the headmaster, I will do all my best to stop violence... a violence, the violence, a peace... -this pupil are... - there is a lot of ways, - we have decide, - we should created, If I will be the headmaster...	Pupils still face the problem of the comparative adjectives, they tend to confuse the comparative of long and short adjectives in addition to verb tense agreement with conditional type 2, plural nouns, abstract nouns misuse of present perfect and articles. -I will impose stricter laws... - Violence is a serious problem. - violence, peace, honesty... If I were ...I would do... - there are a lot of ways.. We should create... We have decided...
Spelling errors	sever, objectif, pupile, very, there rights, hadmaster, rools, I wile, dicision, scool, activitise, proplems, lows, conserning, seruesly.	Spelling mistakes anyway are due mainly to the lack of concentration and memorization. Severe- objective- pupil- very- their rights- headmaster- rules- I will- decision- school- activities- problems- laws- concerning- seriously.

Table3.24. Collection, Classification and Correction of Pupils' First Test

After dealing with the first step of our tests, the first major remark was that the overwhelming majority of pupils did not respect “conditional type 2” though the researcher explained and re-explained that they had to use it. There were a few pupils who used it correctly. The second remark was the absence or the misuse of punctuation. Pupils often started with a small letter, put a capital letter after the comma, put a comma instead of a full stop and vice versa or definitely neglected it. This resulted in long sentences though meaningful and the works lost somehow their beauty. This can be supported by people who did similar works in other countries as Rhida (2012) who found that most of the students’ errors may be due to L1 transfer and that most of the learners rely on their mother tongue in expressing their ideas. She added that although the rating process showed that the participants’ essays included different types of errors, the grammatical errors and the mechanical were the most serious and frequent ones. Further, Summaira Sarfraz states that an error results an infringement of the rules of TL and hence experience deviation in grammaticality of TL. Errors rise because of lack of competence.

This may be due to the curriculum taught at secondary schools which does not allow learners to write with the frequency expected firstly and clear and error free paragraphs secondly.

Confronting such a situation, the researcher thought of a technique that could motivate the pupils to write and concentrate on their writing. Why not using **dictation**?

### **3.6.2 Second Test**

The second test was a dictation. The researcher believed that the pupils may come out of routine through dictation. That is why, she selected the first paragraphs of two different texts already studied and analyzed through activities. The texts were taken either from Read and Consider or Reading and Writing rubrics. The researcher did not want to bring another text with which they were not familiar. Both paragraphs were about six lines. This took us 20 minutes. The learners were told that whenever the teacher stopped for a short moment, this meant a comma (,) and she stopped a bit longer it would be a full stop (.).

The first results we got in the five schools' works were that the paragraphs were punctuation free except for a few ones who realized when it was a matter of comma and when they had to put a full stop.

The pupils did not care about punctuation at all but when the teacher stopped at the end of the dictation. Despite that, they were attentive and tried their best to write correctly although they did not realize that they had to respect punctuation. The other point that attracted our attention is the large number of spelling mistakes in the papers though the texts were studied: businessis- incrisingly- repetetion- efects- issues- there- as a houl- performant- theire- wholle- currensy- evaluite- sowchle- aware of- conterfites- diciving- essentially- Some other examples of punctuation can be highlighted:

*-bussinesses are incrusssingly aware of the importance of social and evarementalishuse for the repeatation that's why some of them are commissieing social oditrealating to there social report performant's this are social report that evaluat the effect of their behaviour in relation to their employees and to society as hol*

*a counterfeit is something that is forged, copied with. The perpes of dising to most people, counterfeiting means esanciely forged crency but in reality, product of all sorts medicines mobile phones, and drink and even car parts are being copied every day by counterfeiters these products are imitated to such perfection*

*a counterfeit is something that is forged, copied with purpose of thisciving orfrauding. to most people counterfeit means inchealy forged courrcy, but irreality product of all sourt.....*

*Busnsses are increecengly aware of the importence of social and envermental issues for there reputation that is why some of theme are comechening social audits relating to theire social performance; these are social reports that evaluate the effect of there behavoar in relation to their imploese and to society as a hole.*

*-Businesses are increasingly a were of the importance of social and invairementall echoues for their reputation.*

*-that is why some of them are comitioning social audit relating To their social performance; this are social report that evaluate the effect of their behavior in relation to Their imployise and society as a hold.*

Some punctuation and spelling errors are gleaned in table 3.25.

Sample Collection	Error Identification	Error and Correction	Description
Spelling errors	Businessis- increasingly- bihaveur- repetetion- affects- issues- as a houl- sowchle- aware of- diciving- essentially	Spelling errors were recurrent in pupils' dictation. Businesses- increasingly- behaviour- repetition- effects- issues- as a whole- social- aware of- deceiving- essentially- Pupils reproduce the words as heard.	
Punctuation Errors	1)acounterfeit is something that is forged, copied... 2) A counterfeit is something That is forged copied with the perpers of desiving or defroding. to most people, contfeiting means... 3)-Biznesis are increasingly awar of The importance of sociel and... That is why?Some of them are commissioning social odits... 4) businis are increasingly a wear of the importans of ... reputation. that is way some of them....	1) A counterfeit is something that is forged, copied,... 2) A counterfeit is something that is forged, copied with the purpose of deceiving or defrauding. To most people, counterfeiting means.... 3) Businesses are increasingly aware of the importance of social ...That is why, some of them are commissioning social audits... The same problems occur in the above sentences where pupils do not concentrate when to put capital letters, commas and full stops beside dashes, dots or asterisks that are put at the beginning of the paragraphs.	

**Table3.25. Pupils' Errors of the Second Test**

The errors mentioned above were detected in each paper of each school.

It is clearly stated that learners really suffer from lack of concentration, lack of reading in spite of the fact that they studied the texts in the classroom. Is it a lack of interest, or a lack of motivation or simply a matter of laziness? Sometimes, we tend to believe that our pupils do not want to make mental efforts to achieve such works. We remind that most of scientific pupils do not give enough attention to foreign languages especially English.

The correction of the spelling errors done may be: *businesses- increasingly- behavior- reputation- effects- issues- their- as a whole- performance currency- evaluate- social- aware of- counterfeit- deceiving- essentially.* Besides, the original paragraphs from which dictation was taken are:

*A counterfeit is something that is forged, copied with the purpose of deceiving or defrauding. To most people, counterfeiting means essentially forged currency. But in reality, products of all sorts, medicines, mobile phones, food and drink, and even car parts are being copied everyday by counterfeiters. These products are imitated to such a perfection that it is difficult to distinguish between the genuine and the fake products.*

*Businesses are increasingly aware of the importance of social and environmental issues for their reputation. That's why some of them are commissioning social audits relating to their social performance; these are social reports that evaluate the effect of their behavior in relation to their employees and to society as a whole.*

The other types of errors did not occur, i.e. style and grammar ones as the teacher focused on. So, the errors were limited to spelling and punctuation which may imply that pupils did not follow the teacher attentively as it was expected from them.

After studying the following unit of “Advertising”, learners were requested to write a letter of complaint. The latter is the final step of “Reading and Writing” rubric. The pupils had to complain about their fortnight’s holiday. They had to deal with two essential parts: the first part is how to present a letter and the second one how to complain. The topic was: The advertisement leaflet promised to spend unforgettable holidays with thrilling activities, accommodations as comfortable double room beds, delicious meals etc. However, you came back home from a disappointing adventure. Write a letter of complaint to your local travel agency.

### **3.6.3Third Test**

Being conscious of the low writing level, the researcher helped them with some cues. This test took us one complete hour; it was done on purpose to make pupils feel at ease when writing.

Getting used to the researcher, the pupils became motivated to write and showed great interest. They tried their best to produce a correct letter avoiding the errors previously made. Dictionaries were on their tables.

Surprisingly, the letters were far better than the first test; they were also enjoyable. The pupils used such expressions that their works were interesting. They expressed their deep feelings of disappointment as they were helped by cues. Yet, there were few spelling mistakes as well as style because they checked words in their dictionaries. See appendices. Let us take some examples. We first start with the good ones:

*Dear Sir,*

*I'm writing to complain about the promess of refreshing holidays.*

*I'm writing in order to show you my regret because I beleave your advertisement about winter holidays.*

*I am writing to complain about your company in which I lost my time and my money.*

*I'm writing to expressing you my disappointing.*

*My vacation in your hotel was sow tedious and all of it from the beginning the opposite to what the advertisement claims.*

*My holiday with your company did not correspond to what the advertisement claims. First, the advertisement states that your customer can choose from a wide range of thrilling activities, relaxing games. There were actually only two activities. Second, your advert claims that we will have a comfortable double room. Unfortunately, we were taken to a youth hostel where rooms are dirty, and food is not healthy.*

*As a result of all these, I feel non-kept promises and I feel bad and so disappointed. Therefore, I wish you would keep honest with people.*

To put those passages under scrutiny, we notice that the works were well written. In other words, the form of the letter was respected. The letter itself was well organized, i.e., the introduction was clear; the body was well stated with sequencers, link words, correct sentences despite some mistakes. The last passage was well structured with

future wishes that were studied in the previous unit of “Ethics in Business”. The pupils learnt and kept in mind that the future wishes are used with the conditional.

Contrary to what was cited, some errors persisted namely grammar and style ones, a) style errors:

*In general, our holidays doesn't an ideal like the advertisement said.*

*In general, our holiday was not like it must to be.*

*In general, our holiday are not enjoy...All result of all these non-kept promises, I feel that the advertising is the name given to the process of commercial promotion of goods and services in order to in crease its sales and encourages the buyers to buy it and informs them about their availability*

*I want to say that this hotel stole mony's people and All what I hope to don't be liares.*

*I don't find like I reed in your advert. I feel so bad.*

*First, the advert said that the holiday we will never forget is time but in the opposite way we stay just three day from the two weeks.*

*Therefore, I decide to stay in my home to sleep and watch TV better than your holidays.*

b)Grammar errors:

*You said we will found the most confortible life in 15 days .*

*My holidays was like a hell...*

*I feel that I been deceived...*

*The advert promises that there are a group work...*

*...some seven kilometers with one buses....*

*Your company promises confortables double rooms*

*I can truthfully say that I were provided with the complete opposite...*

*You promise us to take a day off and enjoy a relaxing games, a thrilling activities*

*In general our holiday was been a disaster.*

*I will given you an advice...*

*I thanks my God....*

*They gived only facilities...I finded*

*We had to pays for the kids.*

*In addition to spelling mistakes as funy, mony, bed clothes, injoyed, thriling, confortible, tow, whene, firstely, writting.*

We try to correct what was presented above. First, style errors:

*In general, our holidays do not correspond to what the advert said or claimed. This sentence can be applied for the following ones.*

*I want to say that this hotel stole people's money and what we hope is to keep honest with people.*

*What I found did not correspond to what I read in the advertisement leaflet. In addition, the remaining issue is the one of L1 transfer where we notice that our pupils cannot do without their mother tongue which results in meaningless sentences; this is clearly stated in the last sentence. This is a literal translation from the dialect. **In fact, it was the most enjoyable sentence.***

Second, for grammar errors, pupils would say:

*You said we would find the most comfortable life in 15 days.*

*My holidays were...*

*I feel that I have been deceived*

*The advert promises that there are group works/ a group work*

*Some seven kilometers with one bus.*

*Your company promises comfortable double room learners pertinently know that adjectives never agree with nouns.*

*I will give you...*

*They gave only facilities; I found (to find and to give are irregular verbs), the problem of their preterit still exists.*

*We had to pay for kids.*

*I thank God...*

*In general our holiday had been a disaster.*

As for spelling errors, we could have what follows:

*Funny, money, bad clothes, enjoyed, thrilling, comfortable, two, when, firstly and writing. Further, we have to underline again that some paragraphs started with a dash or small letters even after full stops.* Table 3.26. below shows us some samples:

Sample Error Collection	Error Identification	Error Description and Correction
Style errors	1)-First, the advert said that the holiday we will never forget is time but in the opposite way we stay just three day from the two weeks 2)-First the advert states that you had best situation with wide room and confortible means but I finded best room wither what you said 3)-They say that like we can choose 4)-In general, our holidays doesn't an ideal like the advertisement said. 5)-Therefore, I decided to stay in my home to sleep and watch T.V. better than your holiday. -it promises we many activities	The given examples highlight pupils' low level where they still suffer from poor English use including grammar, spelling problems. First, the advert claimed that we would spend enjoyable holidays; however, we spent only three days, we couldnot stay two weeks. In general, we did not enjoy our holidays as it was stated in the advertisement leaflet. It promises us many activities Therefore, I decided to stay at home, watch T.V. rather than spend bad holidays.
Grammar errors	We will found; our holidays was been disaster; I'm feel disappointed; to	Grammar problems still raise as it is noticed in the stated examples from use of the future to the misuse

	complaint; we <b>find</b> different activities We had to pay for kids	of the preterit etc. -We will find; our holidays have been a disaster; I feel disappointed; -We found different activities. -We had to pay for kids.
Spelling errors	Responsible; triboul; confortible; vry; stuped; fals promis; satsfy; dispointing; beleave; mony	Responsible; terrible; money; believe; comfortable; very; stupid; false promise; holiday; satisfy; disappointing

**Table3.26. Pupils' Errors in the Third Test**

Broadly speaking, our foreign language learners meet difficulties in writing. With the experience lived, even the best ones admit that they are weak in producing a piece of writing arguing that they do not have the relevant vocabulary on one hand; on the other hand, they suffer from the sentence structure as they think straight forward in Arabic (L1) and transfer into English. Moreover, within a sentence, many types of errors are found namely spelling ones and verb-tense agreement.

Following this distressing situation and after experiencing the first type of dictation which was paragraph writing taken from studied texts, the researcher thought deeply about this concern and tried two dictation techniques: one with less crowded classes and one with more crowded ones.

The surprise was that in every class, pupils were glad to do that and asked the researcher to come back and do the same work with them. They argued that this dictation was at the same time a relaxation that allowed them to get rid of routine. The researcher's objective behind this dictogloss was principally **spelling** and **punctuation**; those two parameters which were absent in their first works. The learners highly appreciated and worked with pleasure, hence the researcher got a high feed back with them. There is point that has to be underlined, Draa Fatima School learners refused to continue working which made an obstacle for the researcher because their behaviour implied mockery. Right after that, strike disruptions started and it was quite difficult for the researcher to carry out her work.

To come back to the techniques implemented it was something new for the pupils that motivated them to continue their studies afterwards. In Said Ahmed School- Ain El Berd- and El Wiam -Telagh- the work was done in groups of maximum 4 learners each group. This point essentially relaxed the atmosphere and helped them work. A very important factor that helped the researcher in her work in these two schools is that the classes were not crowded. They were respectively: 22-16-12 pupils per class.

The above dictation techniques were implemented after finishing the third unit about “Astronomy”. The learners were highly involved and competitive. It took us 20 minutes to achieve the work. We will come back to those techniques in the last chapter as recommendations to teachers to introduce them in their unit plan because they are a kind of break, leisure for their learners to relax the learning atmosphere before continuing the following steps of their lessons.

### **3.7. Conclusion**

To conclude, the work throughout this chapter consisted in presenting and analyzing first: secondary school teachers’ interview which focused on their learners’ English level as a whole and on the writing level in particular and the problems behind this low proficiency level. Then, the learners’ questionnaire that emphasized their motivation to read and write in English, whether they met difficulties in producing pieces of writing and what the reasons were. The learners admitted that they encountered difficulties when writing a production though they were motivated to learn English as a foreign language. The viewpoints were unanimous about lack of reading in English, lack of relevant vocabulary and grammar structures were mainly the handicap that stands in front of their written productions. It was therefore normal that their works contain such a number of errors. It is important to affirm that the majority of our learners do not give the expected attention to foreign languages in general and English in particular because of the low coefficient which is 2 for Math, Science and Management streams.

The surprise was in the learners’ suggestions which looked like those suggested by the teachers themselves. It was noticed that there were some pupils who were perfectly aware of this low proficiency level and it is high time we took decisions to improve their learning competencies. As for the written tests carried out in the

classrooms, they diagnosed the weaknesses learners suffer from. At first, they showed somehow a fear, but later on, they responded and the researcher felt glad for the high feedback she got on their side. This was proved by the improvement achieved throughout the works namely the last one where they expressed their feelings of disappointment about the holidays advertisement leaflet. The pupils did their best to improve their written productions and overcome the errors made in the first two tests. Moreover, they displayed their gratefulness and motivation and promised to work harder and start to read to better their writing skills.

# **CHAPTER FOUR**

## **Chapter Four: Suggestions and Recommendations**

- 4.1. Introduction
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- 4.3. Teacher's Role in EFL Classroom
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- 4.8. Motivating FLLs to Write
- 4.9. Role of Reading in Improving Writing Skills
- 4.10. Conclusion

#### 4.1. Introduction

At the end of the secondary school level, foreign language learners will have completed seven years of English studies, which means they are expected to interact correctly in and outside the classroom. Further, they should be able to produce a piece of writing in simple correct English. Nevertheless, what was noticed in the works carried out in the classroom was the recurrence of the *same errors* namely meaning, spelling and grammar errors, although the texts were studied before pupils were assigned the activities. Our learners still rely on their teachers; this makes them unable to work on their own. Subsequently, some recommendations will be suggested throughout this chapter to help our pupils improve their writing abilities, and encourage FLTs to motivate them to learn English as a foreign language more.

#### 4.2. Teacher's Training

Teachers in general and foreign language teachers in particular should graduate from "Ecole Supérieure des Enseignants" or from University before they start work in any educational institution. They should also cover a variety of topics, i.e. they should have a scientific and knowledge competence that will help them in their training later. Furthermore, teachers should gather and master material on the current teaching methods and approaches; they should be aware of the classroom management as well as their abilities to prepare and present a lesson. Likewise, as it was mentioned in chapter two, teachers have to show positive attitudes toward language teaching to facilitate the learning process and relax the learning atmosphere in the classroom. When the above factors are available, the teacher is ready for training and development through continuous training such as seminars and study days where the inspectors may offer them new techniques to be introduced in their classrooms. However, foreign language teachers are actually not enough trained owing to time shortage or programme length. They sometimes find themselves implementing the text books lessons slavishly; yet some lessons need to be reviewed and adapted according to the learners' proficiency level and needs. Our teachers need to be trained by

native teachers either in Algeria or outside Algeria for the sake of making them up-to-date with the new methods, techniques and material to really be in touch with the target language. Coming back to our principal concern which is the writing skill, the teacher should bring help and ease to his learners so that they feel self-confident when writing.

### **4.3. Teacher's Role in EFL Classroom**

English in the Algerian educational system is a second foreign language having no utility outside the classroom that is why, it is of a great importance for the teacher to vary the texts selecting interesting and enjoyable ones to be dealt with in the classroom; learners need to be encouraged to overcome reading and writing difficulties. From the first steps of the tasks, he should install the adequate environment to motivate and involve the learners in their written activities as they are often reluctant to express their ideas in writing. When involved in a written task, pupils develop the notion of cooperation in learning either in groups, in pairs or individually because they develop their cognitive skills and language outcomes sharing views and feelings. The teacher in this case should act as a motivator, listener and guide. Hyland(2006) states that fundamentally, writing is learned, rather than taught and the teacher's best methods are flexibility and support. In other words, he should be flexible with his learners helping them state their ideas and thoughts and being ready to answer their questions in addition to supporting and reassuring them.

It is worth noting that pupils should not be penalized for all errors made in their piece of writing, as they are a natural step in the learning process. However, correction of fundamental errors helps learners understand better the meaning of sentences and write correct and coherent paragraphs. In addition, questions asked on the written product which may seem ambiguous to the teacher, could help learners express themselves more clearly. Language specialists as Grabe and Kaplan (1996) confirmed that when a learners' piece of writing is not clear for the teacher, he may ask them what their product is saying without imposing his view point on the student. The role of the teacher needs to change in order to produce students who are able

to think, plan and act on their knowledge. It is declared that Students have to learn to discriminate between useful knowledge and less useful knowledge and decide on their own language learning priorities (In Pahlavannejad, 2013).

The teacher could also explain to his learners that not every written product has to be graded. They write to improve their writing skills. But to achieve that, learners may need more time.

#### **4.4. Devoting More Time for Writing**

FLLs have the sole opportunity to practise the language in the classroom, i.e. as they leave school they no longer use the target language. This is the reason why they should be encouraged to listen, speak, read and write in the classroom. The teacher should seize the occasion to make them interact and write at a maximum rate. As it was cited by Grabe and Kaplan (1996), that teachers should exercise writing every day in the classroom. Nonetheless, due to the time limits, language teachers cannot require their learners to seek materials for every written production. This was noticed in the secondary school cycle, scientific branch where four hours a week are actually not enough for learners to acquire and practise the language correctly, i.e. they do not have time to do their research for the project outcome for example, however, it is at this stage that they have to write most as they prepare for their professional life or further studies. This situation will have repercussions on their studies at university where they meet great difficulties to write paragraphs, essays, text analysis, summaries etc. So, in order to produce a correct piece of writing, pupils need more time to think, draft and revise: at least 3 hours a week to feel encouraged to write. Hedge (2000) mentioned that writing would be beneficial for learners when they are prepared to do written tasks regularly through planning, drafting and revising with the integration of the other learning skills.

#### **4.5. Integrating the Four Skills**

Integrating the four skills in the English learning process offers the opportunity to the learners to be exposed to the language and demands them to communicate naturally. Hence, learners acquire the language as it is supposed to be used and achieve a real picture of its richness.

Our learners should be encouraged to be producers in the classroom rather than be consumers to involve them in the language learning process. Similarly, teachers should not only be responsible for teaching the language but also for general educational development of the pupils. However, as noted in Sanchez:

Whether we are aware of it or not, students will always learn more in their language classes, than just language. They will also learn their role in the classroom and (to a greater or lesser extent) pick up values and attitudes from the texts they use. They will also learn a lot about themselves as learners, and about what language learning involves (in Sanchez, 2000).

In addition, communicating means receiving and producing the language; skills consolidate each other i.e. learners learn to speak from what they hear and write from they read. Further, those skills are referred to as decoding skills, as their successful building requires the teaching and use of reading and writing, speaking and listening in the foreign language. As they are improved, learners become confident and able to identify the language sounds outside the classroom environment. It is believed that the major goal of the language learning process is communication. For example, after being assigned an activity by their teacher, the learners should answer either orally or in writing. Therefore, activities should be taught in integration to be able to attain the ultimate aim which is communication in its written or oral form.

The four language skills are rarely used alone in everyday life. The writers thus seek to integrate them for the sake of teaching reading which is generally not devoted the expected time and efforts. However, the writers see that the integration of skills is not the only type of integration teachers should aim at.

The foreign language teacher's duty is to urge his learners to all the skills through for example listening to scripts or to what he says during the lesson; this requires them to write down a summary of what they heard. They may also describe what they heard to their mates orally, i.e. speak and read what they wrote at the same time.

This may be illustrated with another example. For instance, a learner sees an advert in the newspaper for a holiday, talks about it to his friend via computer or writes him a letter. These activities are beneficial as they provide a natural setting for language learning.

Thus the use of the language requires the use of more than two skills. The learners use their competencies for those skills either simultaneously or successively.

It is believed that a good teacher should know the importance of integrating language skills in the communicative situations in the classroom which encourage the real life situations and will be needed to use the foreign language.

The integrated skills approach is beneficial in the sense that learners are urged to communicate naturally in the target language in the classroom, since they are sufficiently exposed to it. Besides, this approach emphasizes the fact that learning English is not only for academic purposes but is also a means of interaction for people outside the educational institutions. Integrating the four language skills encourages the real use of the language content rather than simply the sentence patterns or parts of speech. Finally, this approach may highly motivate pupils and even students at advanced levels to learn the language.

To integrate the language skills in ESL/EFL instruction, teachers should take into account:

- different ways to integrate the language skills (content-based or task-based activities).
- consider to what extent the skills are integrated within this approach.

-select the suitable materials as technological tools, books etc. that promote the integration of the skills of listening, speaking, reading and writing together with the skills of syntax and vocabulary.

- if a lesson is prepared according to one skill, the teacher should remember that it is possible to integrate the other skills through adapted activities.

All in all, language has to be taught in an integrated way to facilitate the learning process. Goodman claimed that language is learnt best and easiest when it is whole and in a natural context then, integration is a key principle for language development and learning through language (Goodman, 1986).

Any language teacher may integrate the four language skills but with careful reflection and planning. Learners will therefore, learn and use the language effectively for communication when the skills threads are well woven namely reading and writing.

#### **4.5.1. Integrating Reading and Writing**

To motivate the learners more for writing, reading has to be integrated with the writing skills and regularly practiced. Learners are inspired from reading in the classroom and introduced to various ideas which may help them enhance their ability to think critically and analytically. Further, reading offers learners good pieces of writing that develops instruction, organization and a rich language.

Studies have confirmed that proficiencies in reading and writing are closely bound since one of the principles of the language learning process is to teach reading and writing at the same time.

It is stated today, that the idea of teaching reading and writing is increasingly accepted since studies have pointed out its validity and teachers have noticed its pedagogical effectiveness. Instructors of both reading and writing have in many cases already begun to offer integrated instruction that allows students to view writing and reading in the same rhetorical context. It is worth mentioning that writing and reading are inextricable and several

studies have shown that they are interrelated processes (Sakiey and Cagney, 1987) and recent research and pedagogy on integrating writing and reading suggest: the facilitating effects of reading practice upon writing practice and of writing practice upon reading skills(in Scott et al, 1987).

So, learners have to be encouraged to speak, read and write in the classrooms as it is the sole place where they can practise the language. Additionally, reading and writing should be taught together and not in separate course activities. We may cite here the example of *Reading and Writing rubric or Read and Consider rubric* of the secondary school textbooks where pupils are required to read first the text, and then respond to the comprehension questions. In this case, the pupils do so in the written form, but they do not develop their writing skills effectively because the answers are gleaned from the text. Pupils do not reflect enough to give their own answers but select them from the text. As reading implies comprehension, pupils do not understand the text entirely, that is to say, they are unable to give a correct complete written answer. What actually happens in the classroom is that pupils give simple words as an answer and rely on their teacher to complete it. Is this due to poor linguistic competence? Or is it because of the lack of effective reading?

It is generally believed that good readers are good writers. However, though reading skills complete writing skills and their improvements go hand in hand, this is not always true for some learners who manage reading requirements but meet great difficulties with writing.

Reading helps writing, but this is not true for all our learners because there are some texts which are not stimulating for writing. We may illustrate what we say by some examples from secondary school textbooks as the one of “Achebe” of the first year textbook and the “Solar System” of the third year textbook-see appendix 3- where pupils are not interested in producing a simple sentence as those texts are either far from learners’ socio-cultural context or full of difficult sentences that seem ambiguous to pupils. Subsequently, the texts selected for the curricula should be closer to our learners’ socio-cultural context to immerse them in reading and encourage

them to enhance their competencies through participating; asking questions about the content...According to Place in Reuter ...the study of a text cannot solve the learners' difficulties encountered in writing provided that they have time to ask questions (Place in Reuter, 2002).

In our schools, learners generally read before writing, for this reason, teachers may assign different objectives for reading by:

- Making pupils want to write through giving them pleasant and interesting texts because what is important is the choice of texts and their diversity.
- Contributing to provide our learners with materials to write such as techniques (reordering words to get coherent sentences).
- Clarifying the final objective for writing in the unit.
- Helping pupils get rid of their stereotypes about writing and make them involved in reading and writing.

As writing has usually seemed boring and dull for some learners, it would be advisable to integrate it into other activities and skills to make it more enjoyable and competitive to remove this psychological barrier that has raised against it.

In the end, writing and reading not only have a close relationship and may be taught together but are also bound with the listening and speaking skills and allow vocabulary improvement.

#### **4.5.2. Vocabulary**

As writing is a hard activity for many learners, teachers should emphasize vocabulary that is essential for a correct oral and written communication. Vocabulary is learnt through reading and reproduced in writing because without enough vocabulary, learners cannot understand others or express their own ideas.

Wilkins wrote that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (Wilkins, 1972)

Further, Lawrence (1974) stated that to learn a foreign language, the learner needs vocabulary as it is an important part in the learning process. Moreover, it is considered as the heart of the language.

Foreign language learners acquire, retain and utilize vocabulary through reading and writing. The more pupils read, the better their vocabulary is and the larger vocabulary they know, the better they can read. It is worth mentioning that it is easy for pupils to develop their receptive vocabulary through studying word definitions different uses of words in context. But is it easy for them to use vocabulary correctly when speaking or writing? If so, that means they managed to move into their productive vocabulary which is the main goal of language study. Besides, learning vocabulary helps students understand and communicate with others easily in English-even in other languages-

Teachers can do a lot to enhance vocabulary building. They can show learners:

- effective words learning
- words choice to be learnt
- dictionary use
- note book use for vocabulary, sentences, definitions etc.

Owing to their poor linguistic proficiency level, learners should be encouraged to carry out more written activities.

#### **4.6. More Written Activities**

Learners may start to write from the early stages of their learning process, hence the teacher could assign different writing tasks to offer the chance to his pupils to practise writing in the classroom and prepare them for writing not only inside the classroom but outside the classroom too. Furthermore, the teacher could keep an eye on his learners' works during the writing session by encouraging them to ask questions.

Lawrence (1974) quoted that during a writing session, the teacher should provide a relaxed atmosphere in the classroom to allow his learners to learn to write, i.e. our learners need to feel self-confident when producing their piece of work. In this respect, a set of activities could be suggested among which dictation.

#### **4.6.1. Dictation**

Dictation means to write down what another person says. When young children are required to write down a dictation either from their parents or their teachers, this will help them record ideas and thoughts from their youthfulness to develop their writing skills. As for older people as learners in the Middle school, Secondary school or even University, dictation helps them shape several writing behaviours as better their handwriting, be attentive with the sentence structure and relate between words and sounds to form letters and words.

Dictation is a way of arousing the learning process. When the teacher dictates a passage to his pupils, he allows them to decode and recode it, i.e. they deploy mental efforts to perceive that passage through listening to it, organizing the information and producing it in the written form. The learner has to write spontaneously as he perceives the information from his teacher.

Dictation may help pupils learn the spelling of the words and punctuation as well as develop their aural perception. Writing from dictation permits to learners to concentrate on the writing and spelling process.

- spelling dictation examines the learners' mastery spelling rules.
- spelling dictation revises words already learnt meaningfully.
- spelling dictation drives our learners from the easiest writing task to the hardest.

So, dictation has diverse advantages that have to be taken into account in the learning process in general and in enhancing the writing skills in particular.

Some dictation techniques could be presented to foreign language teachers.

The first technique consists in preparing three copies (sheets of paper) on which a passage is written with its punctuation, depending on what the teacher would focus on. The first step is to stick these copies on the board: one sheet on the left side, one on the middle part and one on the right side. Next, the learners are asked to form groups of maximum 4 members per group. After that, a pupil is delegated from each group, he will go to the board, read the passage, memorize it and come back to his friends and dictate them what he read. He repeats this until he finishes the passage, and the teacher times this operation up to 20 minutes. What is noticed first is that the delegate and his mates concentrate only on words spelling, later on; they recognize that they forget about punctuation. Therefore, the teacher will certainly find one of the members who asks about punctuation, this encourages them to do the best work with their delegate in the shortest time. This technique actually creates competition among pupils and helps them relief from the routine. This competition would grow motivation and enthusiasm to improve their learning as learners are careful about what they write including spelling, punctuation and sentence structure. The teacher may reward them by grading the first group who finishes in a short time doing the best work. A sample of dictation may be:

*Since obesity in our modern times is caused mostly by a loss of energy balance, which is due mainly to the impact of junk food adverts, it is high time our government passed laws to limit this influence. Advertisements of unhealthy food are as harmful as advertisements for cigarettes. Therefore, they should be banned from the media, and health warnings should be added on the labels of fast food packages. (New Prospects)*

The second technique is about writing a paragraph on the board without punctuation and ask learners to punctuate it, after listening to their teacher 3 times at maximum (three readings). The teacher may inform them that when he stops for a short time this means that they have to put a comma (,); however, when he stops for a longer while they put a full stop (.). The passage was taken from 3<sup>rd</sup> year text book “New Prospects”:

*we know that the planets of the solar system are different from the distant stars in some very important ways unlike stars which shine with their own light the planets give off no light of their own all we can see is the light from the sun that they reflect back to us as if they were huge mirrors in the sky*

The first point that should be focused on is punctuation: where and when to put the comma and the full stop. The second point that may be dealt with is *contrast: unlike, different from*. The teacher can explain the rule, then, elicit examples from his pupils keeping this passage in front of them during the whole session. Later, learners will get used to making contrast sentences. This technique can be repeated from time to time when the teacher has a grammar point to emphasize and his learners find difficulties to comprehend. The above passage punctuation is as follows:

*We know that the planets of the solar system are different from the distant stars in some very important ways. Unlike stars, which shine with their own light, the planets give off no light of their own. All we can see is the light from the sun, which they reflect back to us as if they were huge mirrors in the sky.*

The third technique is the one of sneezing or coughing. In other words, the teacher dictates a passage to his learners emphasizing a grammar point. When he arrives at the target word he starts to dictate it, but sneezes or coughs and lets the learners continue writing it, then carries on his dictation until he finishes the passage sneezing or coughing each time he comes to the target word. An example could be cited. The following passage was taken from “Feelings and Emotions” of the same book. The teacher’s objective is to focus on adjectives ending in “er”, then, turn them into verbs ending in “en” after studying the lessons of course. He may keep an adjective in the passage without referring to it.

*Humour makes our minds broad”tchum” because it allows us to see the funny side of life. Moreover, it can make our emotional lives deep”uhmuhm” and wider since it develops in us that capacity to laugh at ourselves. Without it, our life expectancy would be short”tchum” and our prospects would be*

*dark”uhmuhm”*. More importantly, while hardship makes our lives rough, humour makes it soft”uhmuhm”.

After listening to their teacher, pupils should write correctly the words at which he sneezed or coughed. Firstly, they have to find that those words end in “er” it means they are adjectives-short adjectives- deeper- broader-shorter...Secondly, they have to derive verbs from these adjectives by adding “en”; they will get: short+en→ shorten; deep+en→ deepen; wide+en→widen.

The right passage then, is:

Humour makes our minds *broader* because it allows us to see the funny side of life. Moreover, it can make our emotional lives *deeper* and wider since it develops in us that capacity to laugh at ourselves. Without it, our life expectancy would be *shorter*, and our prospects would be *darker*. More importantly, while hardship makes our lives rough, humour makes it *softer*.

Through what was mentioned above, we conclude that dictation could be thought of by decision makers and introduced in the school syllabus.Besides, if our learners are interested in reading and writing, they could keep journals.

#### **4.6.2. Journals**

Journals is an efficient means to keep information and practice writing daily as learners are sometimes urged to write what they have to do the same day so as not to forget, for instance.

Mueller et al defined journals as follows:

What is a journal? When someone says “journal”, may be you think of a leather-bound volume with blue-lined pages.... For many writers, their journal consists of desk drawers stuffed with snaps of <papers. A journal is whatever you say it is- so long as you can easily get to what’s in it (Mueller et al, 1990).

To set up a journal, one has to decide how it looks like: whether a “file box, an accordion file, or a loose-leaf notebook.”(Ibid, 1990) The learner has to

buy the necessary material with some décor: cover, photos to make his journal unusual, attractive. Further, he may put a title to his journal and some quotes he likes. What will a learner write on his journal? He may write down his progress in his studies; a funny event that happened to him when coming back home. He may also write about his favourite writer, poet, sportsman, star or someone else. Furthermore, what he can include in his journal is his observations the weather after rain; a group of children quarreling in the street; all these ideas will encourage him to write and improve writing rules. If this learner is talented in poems, plays and stories, he may use his imagination. He may think or imagine a large beautiful house in the middle of a meadow surrounded by birds, animals, fruit trees, flowers, these nature patterns inspire him to develop ideas, thoughts and thinking skills. Another idea that may be simpler than all what was cited is the one of writing daily activities from getting up in the morning until coming back to bed at night going through studies and teachers all day long. Little by little, our learners improve their writing competencies. Likewise, the learner may reflect on his likes and dislikes to be written on his journal. He may list his favourite vegetables and fruits, meals, songs, games, stars, teachers, activities... The learner could possibly list his likes and dislikes in a poem. "Proverbs and quotations, when they are good, pack a lot of meaning into a few words." Take this Chinese proverb, for example: "*when a finger points at the moon, an imbecile looks at the finger*" (Mueller et al, 1990).

When reading this proverb more than once, the learner may think deeply of it and have ideas to write a paragraph about it, for instance. There are several ways to fulfill a journal as our learners develop ideas about different topics. When observing, imagining things, the learner may write short stories about what he sees.

#### **4.6.3. Writing stories**

FLLs can be motivated to write when they are handed short stories in the classroom. For instance, the teacher may bring some pictures that describe a story, pin them on the board in a scrambled way and ask his pupils first to reorder them, then, narrate the story orally and write it. As they write,

pupils learn how to write a narration, i.e. its rules starting from the simple past or past perfect use to punctuation to sequencers, etc. At first, they write single sentences after that, they join those sentences with the relevant link words to form the paragraph. On the same line of thought, Grabe and Kaplan (1996) stated that the learners' commitment in a story may help them achieve some writing tasks. During this task, the learners are involved in the story which allows them to learn the main features of a good story, i.e. they learn to write the introductory sentence to describe the setting, the character's personality as well as action verbs and descriptive adjectives. Afterwards, the learners are required to read their story in front of their classmates. The latter may learn from each other's eventual mistakes.

Another technique may be cited in this context, the one of bringing a story to the pupils and inviting them to read it carefully, explain some words which can impede comprehension, take notes of the main ideas, finally, write a summary. Summaries allow them to get used to writing, taking into account the most important events of the story. Further, summaries may help and motivate learners to read and write more frequently. Similarly, learners' writing competencies could be enhanced by other means as writing emails.

#### **4.6.4. Writing emails**

At present, most of learners are computer-literate and prefer writing emails. We should encourage them to write emails as they are quicker than the ordinary letters. In addition, computer is an effective tool for communication beside research. So, to write an email there are some criteria to be taken into account:

- a) To write an email to a foreigner is different from that to a friend or a relative or a boss, i.e. one should be careful to be formal or informal in his writing.
- b) High emotions such as disappointment, anger should not appear in the email at all. One should be flexible and soft in his expressions.
- c) An email should be clear, i.e. not go beyond 10-12 lines, including the introduction, the issue, point of view or suggestion and the closure.

- d) The written email should be proofread, i.e. twice or three times to review the errors or mistakes: punctuation, sentence structure, spelling and basic grammar to get a good feedback; it could be given to an English teacher or to a person who has a better English level.
- e) The email should be simple; Streat (2013) points out that most of our students make a common mistake which is to translate directly from their own language. This can often lead to confusing sentences. Keep it Short and Simple.
- f) An email could be saved as a draft before it is sent may be to be thought of again and again.

On the same line of thought, when the learner is able to send a clear, correct and simple email, he may also write letters to different audiences.

#### **4.6.5. Writing letters**

Writing letters is an activity that stimulates foreign language learners to write. They may write to different audiences. Some examples may be cited:

- Writing a letter of application for a job in which the learner learns how to introduce himself, how to speak about his hobbies, his favourite subject matters and to apply for a job. Besides that, he learns to write his curriculum vitae.
- Writing a letter of correspondence to a key pal where the learner writes about himself, his family, his studies, his town and country.
- Writing a letter of congratulations in which the learner may congratulate his friend for his success in the Baccalaureate exam; in addition to letters of sympathy, of enquiry or reply letters. Grabe and Kaplan (1996) cited that letter writing was easy for learners to improve their writing skills for they may write different kinds of letters to many people for diverse objectives. Subsequently, writing letters may teach learners how to behave with other people and allow them to write for different purposes.

Additionally, other tasks can be suggested for improving our FLLs' writing skills as ordering sentences, gap filling activities, dialogue completion, game-like activities and so on.

#### 4.6.6. Gap- filling activities

Gap filling is an activity that allows the learner to improve his writing ability. He is assigned this activity to train him to think, guess and write the right word in its right place. For instance, when dealing with noun derivation, pupils are handed an activity where they are required to add suffixes to verbs to form nouns using the dictionary, then, complete the paragraph given (table 4.1.).

Verbs	Nouns
Consume	Consumer, consumption
Advertise	Advertisement, advertising,
Produce	Production, producer
Promote	Promotion
Compete	Competition
React	Reaction
Oppose	Opposition
Introduce	Introduction
Reject	Rejection
Treat	Treatment
Manage	Management
Farm	Farming, farmer
Commercialize	Commercialization

**Table 4.1. Noun Derivation**

While studying the language outcome or after studying it, an example may be cited: consume- advertise- produce- promote- compete- react- oppose- introduce- reject- treat- manage- farm- pay- commercialize. The suffixes are: ment- er- ation- ing- ition. The passage is:

.....still hesitate to buy genetically modified food because the.....of this type of food might be harmful to their health. Many agro-business companies have tried to promote their .....by placing in newspapers and on TV. However, their .....campaigns have not worked well so far because GMFs have a bad publicity.

This public .....of GMFs is largely a .....to the appearance of the mad cow disease in the early 2000s (New Prospects).

After filling the passage above, learners derive nouns from verbs given.

Learners actually use some of the given words; the remaining ones may be used for another activity to construct sentences for instance. The complete passage then, is:

*Consumers* still hesitate to buy genetically modified food because the *consumption* of this type of food might be harmful to their health. Many agro-business companies have tried to promote their *production* by placing *adverts* in newspapers and on TV. However, their *advertising* campaigns have not worked well so far because GMFs have a bad publicity. This public *rejection* of GMFs is largely a *reaction* to the appearance of the mad cow disease in the early 2000s.

Another example of gap filling activity taken from Eastwood's Oxford Practice Grammar, the one of inserting definite and indefinite articles; this problem persists until university where students still do not know how to use them. The following conversations should be completed.

**Put in: a, an, the:**

Laura: Look outside. It is getting dark.

Trevor: I hope there isn't going to be .....storm.

Mike: I'm going out for.....walk. Have you seen my shoes?

Harriet: Yes, they're on.....floor in.....kitchen.

Sarah: If you're going to.....city centre, can you post letters for me?

Mark: Yes, I'll take them to .....main post office.

Melanie: Would you like.....tomato? There's one in.....fridge.

David: Oh yes, please. I'll make myself.....cheese and tomato sandwich.

Rita: I've got.....problem with my phone bill. Can I see someone about it?

Receptionist: Yes, go to.....fifth floor. ....lift is along the corridor.

Andrew: Have you got.....envelope? I have to put in.....letter and send it to my boss.

Jessica: Yes, I've got one in my bag. Just.....minute, here you are.

**Key to exercise:**

Laura: Look outside. It is getting dark.

Trevor: I hope there isn't going to be *a* storm.

Mike: I'm going out for *a* walk. Have you seen my shoes?

Harriet: Yes, they're on *the* floor in *the* kitchen.

Sarah: If you're going into *the* city centre, can you post these letters for me?

Mark: Yes, I'll take them to *the* main post office.

Melanie: Would you like *a* tomato? There's one in *the* fridge.

David: Oh yes, please. I'll make myself *a* cheese and tomato sandwich.

Rita: I've got *a* problem with my phone bill. Can I see someone about it?

Receptionist: Yes, go to the fifth floor. *The* lift is along the corridor.

Andrew: Have you got *an* envelope? I have to put *a* letter in it and send it to my boss.

Jessica: Yes, I've got one in my bag. Just *a* minute, here you are (Eastwood, 2006).

As for re-ordering sentences, there is a variety of activities that could be assigned to learners.

**4.6.7.Reordering sentences:**

**Task one: unscramble the sentences below using the future tense:**

- 1- DVD There player, a and is sofa, radio,
- 2- future, can the house You of see the.
- 3- be will lamps. There
- 4- be Will there stairs.
- 5- won't. No. There
- 6- the chores? Will do robots
- 7- plants. won't water Robots the
- 8- set table will in future. The robots
- 9- his the go? and will boy mum Where
- 10- will they go How there?

**Task two: re-order the following sentences:**

What did Peter do last summer?

- 1- Summer, a ranch. and went Last friends to Peter his
- 2- the ranch with outside Peter worked hands. Every day,
- 3- a rode also Peter horse.
- 4- around a everyone At night ate campfire. dinner.
- 5- told hands ranch The stories. also
- 6- friends. new Peter made and friends a lot his of
- 7- back there Next going again. summer they're go to
- 8- did do summer? Peter last what
- 9- to went a He ranch.
- 10- Next to summer? Going Peter what's do

**Key to tasks:**

**Key to task one:**

- 1- There is a radio, sofa and DVD player.
- 2- You can see the house of the future.
- 3- There will be lamps.
- 4- Will there be stairs?
- 5- No, there won't.
- 6- Will robots do water the chores?
- 7- Robots won't water the plants.
- 8- Robots will set the table in future.
- 9- Where will the boy and his mum go?
- 10- How will they go there?

**Key to task two:**

- 1- Last summer, Peter and his friends went to a ranch.
- 2- Every day, Peter worked outside with the ranch hands.
- 3- Peter also rode a horse.
- 4- At night, everyone ate dinner around a campfire.
- 5- The ranch hands also told stories.
- 6- Peter and his friends made a lot of new friends.
- 7- Next summer, they're going to go back there again.
- 8- What did Peter do last summer?
- 9- He went to a ranch.
- 10- What's Peter going to do next summer? (Lazaro, 1996)

Further, there are some spelling activities that could be suggested to help learners improve their spelling problems.

**4.6.8. Spelling Activities**

In such tasks, pupils could be assigned to write or copy a short paragraph of six to eight lines; the teacher verifies their work and puts the correction symbols in front of the misspelled words. He asks them to review their works correcting the mistakes done. In this case, the pupils will learn

not only the word spelling but also the correction symbols for the following assignments.

We may cite some of the correction symbols:

Sp → spelling

Wo → word order

S → subject needed

V → verb needed

P → punctuation

Cap → capitalization

Vt → verb tense agreement

G → grammar

? → unclear

Ww → wrong word

As examples, we can cite the following:

Example 1:

Without water **p** life **coud sp** not exist.**cap b** because water is essential to all life **p** we must manage it **intelligently sp** and carefully. We think there's **plenti sp** of it- in oceans, lakes, rivers and streams. It may even seem as though we have more water than we need **p**

Very often, when learners write do not concentrate on their writing, which leads them to make mistakes not only spelling ones but other kinds of mistakes also.

To help his learners detect and correct their mistakes, the teacher may underline the mistake in a different colour and write the relevant symbol under it.

The correct passage is:

*Without water, life could not exist. Because water is essential to all life, we must manage it intelligently and carefully. We think there's plenty of it – in oceans, lakes, rivers and streams. It may even seem as though we have more water than we need.*

The full stop in a sentence or a paragraph is very often forgot.

Example 2:

Rashid and Karim are really good friend **sp**. They help each other in hard times. They never **lough sp** at each other when they say embarrassing things or look awkward **p, cap** theyinvite each other **mw** a restaurant on special occasions. Smail, Karima and Sabrina are also good friends **p**but they show **friendship their woin** a different way. They have known each other for years. They always **comfort sp**each other when they feel low. They never criticize **sp**one another.

Other kinds of mistakes are clear in this passage; our pupils should be attentive when they write so as to make a minimum of mistakes or no mistakes at all.

So, the passage is as follows:

*Rashid and Karim are really good friends. They help each other in hard times. They never laugh at each other when they say embarrassing things or look awkward. They invite each other to a restaurant or special occasions. Smail, Karima and Sabrina are also good friends, but they show their friendship in a different way. They have known each other for years. They always comfort each other when they feel low. They never criticize one another.*

Likewise, we can cite learners' biography task that allows pupils to sit in groups and exchange interview questions.

Sitting in groups of four, pupils may prepare interview questions about each other and change the roles, the teacher can precise the number of questions

up to six for example. They will be graded according to their performance and creation of questions. They can prepare questions of the following model:

Excuse me, I will be grateful if you answer some questions about your own life.

Q1: What is your name?

Q2: how old are you?

Q3: what is your instruction level?

Q5: do you practise any cultural or sport activities?

Q6: what do you intend to do in the future? and so on.

At the end of their work, each group member can edit his work for the school magazine.

Additionally, it is advisable to keep teaching pupils how to write paragraphs devoting more time for that as it was mentioned earlier. Our learners need to practise writing in English daily. The teacher has to install this habit in his learners. For example, they select a topic and write about it in addition to what was done in class. They can write about any other topic: about what they see, hear, about an important event that happened, plane crash, world conflicts, an important personality etc. As they write, they can write more than one draft, they better their piece of writing after two or three drafts. When they rewrite and review their work they get their objective more clearly and find what they forgot in the first draft. Meanwhile, learners have to keep reading: lack of reading may appear in every sentence namely when it is a matter of basics of grammar and spelling. Reading also has to become a habit, learners have to diversify their reading material this will help them expand and develop their ideas and learn how to make the text flow. The more they read the better and effective the text they write will be.

Another point that has to be underlined is teachers have to encourage learners to finish their piece of writing, the worst habit that our learners can

have is to never finish their piece of writing. Even if they confront problems, this should not impede them from continuing their work, otherwise, they will never get a complete, correct and organized written production.

Likewise, before moving to the paper, teachers should instruct their pupils and insist on putting an outline for their work. The outline is very helpful to frame the sections of the work. If the topic is simple, the outline is simple; if it is a little more complex, then the outline is complex too. But having in hands an outline is like a roadmap in case the pupil loses his way, he will refer back to it get back to the topic.

Regular reading and writing practice may help learners very much in creating their own pieces of writing.

#### **4.7. Creative Writing**

Good foreign language learners should know that learning a foreign language includes writing which is vital for the process of learning and have to communicate their ideas in the written form. The ideas are not communicated clearly unless learners carry out a good reading process. Therefore, creative writing might be the result of a good reading made by FLLs keeping in mind that they have a purpose for writing and not only to be marked at the end of the term or the year. Sustaining this idea, Davies (1998) says that learning how to write in English is important for many language learners, particularly those who are studying at colleges and universities. Writing is essentially a creative process. Creativity in writing helps learners develop self-confidence in language as well as practice in composing. What is more important is practice in writing through which learners develop their writing ability and consequently the clarity of ideas. Davies (1998), states that creative writing gives learners a chance to experiment freely with language and develop an efficient composing process. Without writing practice, students have difficulty in achieving clarity, which is the goal of any writing task.

Another technique for FLLs once to achieve a creative piece of writing different from what they are used to, they may display their work and explain or talk about it in front of their mates. Their produced writing may be pinned up on the board or collected in class folders or magazines. The work may not only be read by their teacher but also by other teachers and other pupils.

#### **4.8. Motivating FLLs to Write**

Motivation is an important factor in the foreign language learning process as a whole and in enhancing writing skills in particular. Generally speaking, motivation seems to be a strong element of success, following only aptitude.

According to Gardner, motivation involves four aspects: a goal, a fruitful behaviour, a desire to attain the goal and favourable attitudes towards the activity in question(Gardner, 2001).

This means that during the process of foreign language learning, there should be willingness to learn and positive attitudes towards the target language on the part of the learners; as for teachers, they should believe in the positive effects motivation can have on developing language learning success. Students work harder and more intensively when they are motivated (Pahlavannejad, 2013).

To have a more effective learning of the foreign language, the learner needs to have knowledge about the TL output and integrate into the target society (for further studies). Gardner's 1985

Socio-educational model is designed to account for the role of social factors in language acquisition. It interrelates four aspects of L2 learning: the social and cultural milieu (which determines beliefs about language and culture), individual learners differences (relate to motivation and language aptitude), the setting (formal and informal learning context), and learning outcomes(in Myles, 2002).

Thanasoula,(2001) affirmed that FLLs cannot learn or work in a motivation free atmosphere, there should be a number of conditions that can be summed up in the following points:

- 1- Appropriate teacher behaviour and good teacher-student rapport, i.e. the teacher's behaviour is important for a good relationship between the teacher and his students to create the mutual trust to facilitate the students' commitment in the tasks.
- 2- A pleasant and supportive classroom atmosphere, i.e. to motivate the learners, they should be offered opportunities to study and write in a safe classroom climate in which, they express their opinions and feel that they do not run the risk of being ridiculed. Furthermore, generating students motivation, increasing the learners' 'Goal Orientedness', maintaining and protecting motivation and increasing self- confidence are other conditions to enhance learners' motivation where the teacher has to set goals for his learners when engaged in their activities, create realistic learner beliefs to help them master the language using different ways and strategies of learning. To achieve that, motivation should be protected and maintained by increasing the learners' self-confidence and creating learner autonomy, encouraging self-evaluation and increasing learner satisfaction and the Question of Reward and Grades (Thanasoula, 2001).

FLLs' writing skills will not improve unless **reading** takes a considerable part of their time in addition to being motivated for writing and learning as a whole process.

Individual differences among learners as regards attitudes, motivation and objectives explain why some students do better than others. When asked whether they like writing in English and what difficulties encountered while producing, the majority answer they hate writing in English as a result of hating writing in their native language. They state they prefer to converse and exchange ideas orally.

Research based on direct and indirect measures generally shows that learners with positive attitudes, motivation and concrete goals will have these attitudes reinforced if they experience success. Likewise, learners' negative attitudes may be strengthened by lack of success or by failure (Mac Groarty, 1996 in Myles 2002).

Accordingly, FLTs should be aware of how their FFLs may be influenced by the writing lessons presented. Common objectives for learners in a foreign language classroom cover writing projects about different themes assigned in the textbook. The projects include writing a complaint letter, policy statement, profile of ancient civilizations, an expository article for school magazine- this is as far as 3<sup>rd</sup> year secondary school syllabus is concerned- Most of the time, our learners recognize that these tasks are hard and challenging to achieve, so they are less motivated because they believe that they are not relevant to their needs. As a consequence, they neglect them and do not care about errors that may be done. Yet, if they are motivated, they will deploy great efforts to accomplish those tasks.

It is worth mentioning that a good learning atmosphere and a stress free environment would raise learners' motivation which is a major key for successful language learning as Rod Ellis (1994) defined it the efforts which learners put into learning a second language as a result of their need or desire to learn.

Further, it is noted that motivation is one of the most significant elements in successful language learning and teachers should give it priority.

Additionally, it is stated that motivation is vital to implant effective classroom learning with courage, self-confidence, enthusiasm and enjoyable teaching.

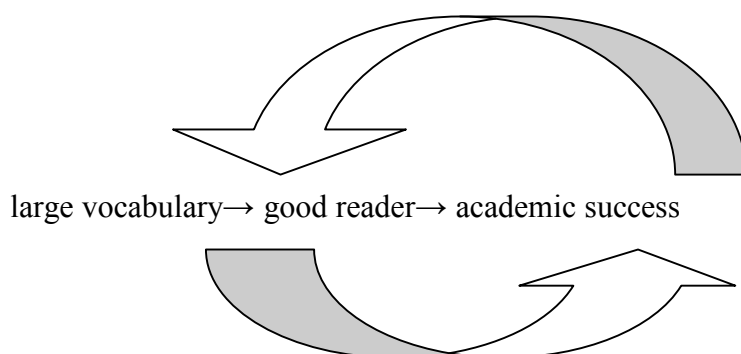
Foreign language teachers could encourage their learners to read various kinds of texts as reading has its importance to improve their writing skills.

#### **4.9. Role of Reading in Improving Writing Skills**

As foreign language learners read regularly in a good way, they may understand sentences and a piece of writing as a consequence. Their continuous reading helps them comprehend ideas and arguments. Throughout their readings they may find words they already know as they may discover unfamiliar words, in this case, they use the dictionary to see the meaning of words when engaged in an activity. All this could be

achieved even quickly with the teacher's help. Likewise, reading develops large vocabulary, i.e. learners in general and foreign language learners in particular are not good readers provided that they read extensively. This is obvious since the best way to acquire a large vocabulary is to read a lot. Regular reading practice makes pupils good readers.

Extensive reading will help our learners at all levels enhance the reading skills for academic fulfillments. This is stated in figure 4.1.



**Figure4.1.The graphic above illustrates the interdependence of vocabulary, reading ability and academic success.**

Lack of reading and lack of vocabulary will certainly have a bad effect on writing; studies claim that reading and writing can be influenced by the low vocabulary level. There is a strong relation between academic success and the amount of vocabulary acquired. Learners have to enlarge and develop their vocabulary knowledge, if not their reading comprehension will be affected. As a result, teachers need to increase vocabulary instruction.

Learning English is importantly based on vocabulary knowledge and mastery as it has a great effect on writing skills. Strong vocabulary beside grammar and capitalization rules allows foreign language learners as well as native speakers to enhance their writing. It has been shown that the lack of vocabulary helps in **writing difficulty** for foreign language learners and that vocabulary is one of the most important characteristics that influence writing quality.

Indeed, this is observed at the secondary school level where pupils come poorly prepared to write because when they are in the Middle school, they are not writing with frequency expected, nor are they doing the types of writing: summarizing, describing, or narrating in addition to poor reading. If learners lack the skills mentioned, their written production may be unsatisfactory because of poor grammar, unclear work organization and weakly thought sentences and paragraphs. When learners have not yet developed their vocabulary, it is advisable for them use dictionaries; the latter are useful and helpful learning tools as they allow the learners to find synonyms, antonyms and meanings of the unknown words.

Books with a rich vocabulary help learners develop their own vocabulary as words of these books are seen in context; furthermore, vocabulary games are an efficient way to develop vocabulary too.

We mentioned earlier that writing rules, at least basic ones should be learnt and mastered: vocabulary, mechanics, punctuation and grammar. However, it is difficult for foreign language learners to apply those rules correctly. Grammar and spelling errors can be best avoided by careful proofreading. As far as punctuation and style are concerned, they are more difficult to get right especially when English is not the native language.

When writing, pupils bear in mind that their sentences or paragraphs should be clear and well expressed with simple and correct sentences and well punctuated. Sentences always start with a capital letter and end in a full stop, an exclamation or question mark.

Pupils should read again or proofread what they write pausing by the punctuation. Do their sentences make sense standing alone?

Later, pupils have to learn how to write different types of sentences at least simple sentences, compound sentences and complex sentences when reading in the third year secondary school as they will be required to produce paragraphs in their examinations and in the Baccalaureate exam- it is a written exam mostly- Furthermore, pupils have to respect the tenses used in their paragraphs be it simple present in a description, past simple in a

narration or future in intention to do something. The piece of writing or paragraph will not be complete and effective unless coherence, cohesion, word order and style are apparent and respected.

Omole points out that student must be taught that all items in a series within a sentence must be phrased consistently. If the series begins with a noun, other items in the series must be nouns. If it begins with an adjective, other items must be adjectives and so for the clause or phrase.

It is argued that style is...

an aggregate of the lexical and structural features of a particular work.

To a great extent, it is the way something is written, or the means by which the writer achieves his or her purpose. In short, style rests on language(in Omole n.d.).

Likewise, grammar is distinct from vocabulary in the word order within a sentence, i.e. when a learner manages to put the parts of speech in a correct order and obtain good structures, this may contribute to solve fundamental problems in English written productions.

Additionally, there are some tips for improving writing skills:

- Use words that you understand. Do not use long or complicated words because they sound more intellectual. If you do not know the meaning, use easier words that you are familiar with.
- Write short sentences and short paragraphs. It is easy for a reader to read and follow short and simple texts.
- Read your writing loudly for yourself. This will help you determine any mistakes or anything that sounds unclear to you.
- Take time to read what you wrote; while proofreading try to emphasize individual words as well as sentences to detect errors.
- It is advisable not to include jargon or technical words unless you are sure that your readers who will read them will comprehend them.

- Consult others. Give your writing to your mates or teachers to have different opinions to get the best of your work.

#### **4.10. Conclusion**

On the whole, first and foremost, learners need to read because reading and writing are correlated. Reading and writing should be regularly practised in the class at a rate of 10 to 15 minutes for reading per session, twice or three times a week in order to encourage learners to read more. Reading allows pupils to broaden their knowledge, enrich their vocabulary and learn grammar structures that will be utilized later in their written productions. When the writing part of the unit is devoted enough time and the classroom atmosphere to carry out the tasks is available, learners feel self-confident to express their ideas and thoughts and exchange the viewpoints even the drafts, notably if they are motivated and encouraged by their teacher. Besides, they may challenge the problem of poor writing and that of errors.

# **GENERAL CONCLUSION**

## **General Conclusion**

The thesis consisted in presenting the ELT situation in the Algerian Secondary schools describing the three course books, 1st Year, 2<sup>nd</sup>Year and 3rd Year, their units and their outcomes. The focus was on the third year text book, its themes and activities as our concern is with the 3rd year scientific pupils.

Further, we endeavoured to talk about the teachers' and learners' attitude towards English as a foreign language, learners' needs, competencies and weaknesses. Besides, we tackled the point of the writing skill and how it is taught within the CBA in the secondary school. Error analysis also has its part in the chapter due to its importance in the written production.

It was important to present the schools where the work was undertaken along with the research tools that consisted of an interview meant for the teachers, a questionnaire addressed to the third years and written tests that were carried out at the end of the units.

Writing as it was mentioned, is a very important skill to be acquired as the learning process could not be achieved without the four skills, and the different approaches from Grammar Translation Method to the Direct Method going through the Audio-lingual Method and the Communicative Language Teaching. We also stressed the importance of teaching writing in relation with reading, this skill which is central for enhancing the writing proficiency level, expanding knowledge and enlarging vocabulary. As learners practise writing, they develop grammar knowledge, text organization with coherence and cohesion. Dictation as a suggestion to improve the writing skill, was tackled in the literature review. It is worth mentioning that regular reading and regular writing practice result in good written productions as learners use their reading and writing strategies learning.

The teachers' responses to the interview were unanimous on several points like the one of pupils' motivation in learning English as a foreign language, the problems met in writing and the difficulties behind these problems. Besides, the learners' answers varied from one question to another. What was amazing and attracting was that rural pupils were in general more motivated than urban ones. Further, they suggested some well thought solutions which showed their awareness of the problem.

What was observed through the tests carried out in the classroom with the pupils that their failure at writing depended greatly on their poor linguistic competence. This in its turn is due to the lack of practice first during the Middle School cycle and second in the first and second year Secondary school because of the syllabus length and time shortage. Hence, in the first test it was noticed that pupils suffered from agreement and in conditional type 2; we found that only a minority could write the sentences correctly, in addition to that, only a few pupils could recognize that « I » in the conditional form is written *if I were ....., I would...*, beside other kinds of errors that were already described in the third chapter. Another point that attracted our attention was the one of the outline ; the majority of urban pupils did not think at all to put an outline before starting to write their paragraphs ; however, the majority of rural pupils did this right after they were assigned the test. Furthermore, language transfer dominated in their first test where most of them thought in Arabic and wrote in English which sometimes resulted in meaningless sentences. The researcher thought deeply about the problems met in the first test and saw that dictation could be **one** means to solve some of the problems our pupils meet in writing. Dictation was an enjoyable technique for our learners first to diversify the tasks then, to motivate them to write with more attention and care.

But, the second test really showed that the pupils lacked concentration when writing although the texts were studied previously. However, in the third test and being used to the researcher, pupils displayed interest and motivation and did their best to write correct letters avoiding the errors made in the two previous works.

Though pupils met problems in writing because of lack of vocabulary, lack of reading and lack of grammar knowledge, they were glad to achieve the works with the researcher especially during the dictation phase because we used different techniques each one according to the number of pupils per class. We must underline the fact that work in rural classes was quite easier to carry out thanks to the reduced number: 22 ;16 and 12. Whereas, in the urban classes it was a little harder because they were 34,36 and 39 pupils.

Subsequently, we have suggested some recommendations. A set of activities were proposed to be assigned in the classroom to urge our learners to write. Besides, we said that the teacher's presence in the classroom as a facilitator and a motivator was needed since motivation is the most important factor in the learning process. Additionally, writing needs to be devoted more time in order for learners to overcome the difficulties encountered. It is high time we gave writing the expected importance and time.

No research study is beyond limitations. These limitations may reside in time, material, or population of study. Sometimes due to time constraints, the researcher is not able to gather as much data as expected, as it was our case hence, the results of the survey would have been more reliable and tangible if more time had been afforded to the researcher in order to assess the pupils' progress from the Middle school to the Secondary school. It was a bit bothering at one urban school where some learners were not motivated and refused to cooperate especially when they were assigned the written tests.

On the same line of thought, the researcher hoped to extend her research to other Wilayas to see whether she gets the same attitudes and results. This also could have taken more time. That is why, collaboration and co-ordination are needed not only among Secondary school English teachers but also among Middle school teachers to bridge the gap between both levels.

Further studies and researches could be carried out in this field starting from the first year Middle school where English is taught for the first time. More efforts should be deployed at the Middle School level so as to facilitate the learning process namely writing; pupils should be provided with more writing and reading practice to allow them to perform better. Middle school textbooks should be reviewed (texts + activities) together with the Secondary school ones, they should include more recent topics, shorter texts, less activities focusing on the most important outcomes related to each file/ unit. Besides, the Reforms implemented in the educational system should urge English language teachers at both levels to make more research to bring new techniques to their classrooms relying from time to time on CLT approach and Audio-lingual method which may help our learners in their assimilation and learning.

Coming back to the learning skills, writing is not the sole skill that has to be emphasized but the other skills have also to be focused on particularly reading which is a vital skill to all of us, the more we read, the more we learn. Reading helps very much learners build new ideas, enlarge knowledge, develop comprehension, improve thinking, use strategies to learn : listen, speak and write. Reading also provides them with a variety of topics to be debated or written on, thus they develop all the skills at the same time.

To conclude with, foreign language teaching problems remain inspite of seminars and study days. Besides, our learners are not prepared enough for writing as an end but as a means. Therefore, some measures should be taken by co-operating with decision makers to seek some changes in education because teachers as well as learners are aware of the difficulties met in writing caused by time and programme constraints.

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# **GLOSSARY**

## GLOSSARY

**Ability:** skill or power.

**Acquisition:** act of getting something, especially knowledge, a skill.

**Analysing:** studying something by examining its parts.

**Approach:** is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is and how it can be learnt. An approach gives rise to methods.

**Background:** circumstances or past events which explain why something is, how it is.

**Cogitate:** think deeply about something ; meditate or reflect.

**Cognition:** the use of conscious mental processes.

**Coherence:** ideas and arguments connected logically, clear and easy to understand.

**Cohesion:** tendency to stick together. Unity.

**Communication:** activity of expressing ideas and feelings or of giving people information.

**Competence:** ability to do something well.

**Comprehension:** ability to understand something.

**Core:** central or most important part of anything.

**Difficulties:** situation that causes problems.

**Draft:** rough written plan of something (a paragraph).

**Ebooks:** books in electronic form.

**Extensive reading:** is reading large amounts of texts for the purpose of enjoyment and to develop the reading skills.

**Feedback:** is information a teacher or another speaker, including another learner , gives to learners on how well they are doing, either to help the learner improve specific points or to help plan their learning.

**Foreign:** not native or belonging to a certain country; born in or belonging to another country, nation.

**Grammar:** rules for forming words and making sentences.

**Input:** the amount of knowledge acquired or internalized through reading or listening to the language.

**Integration:** combination of something so that it becomes fully a part of something else (integration of the four skills).

**Interaction:** communicating and working together.

**Interference:** according to behaviourist learning theory, the patterns of the learners' mother tongue (L1) get in the way of learning the (L2). This is referred to as interference

**Language:** a system of communication in speech and writing used by people of a particular country.

**Learning:** the acquisition of knowledge or skill, as the learning of languages.

**Lexis:** total stock of words in English, the level of language consisting of vocabulary as opposed to grammar or syntax.

**Metacognition:** Metacognition refers to learners' automatic awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive processes.

**Method:** the way of teaching something, which uses classroom activities or techniques to help learners learn.

**Mother tongue:** the first language that you learn when you are a baby, rather than a language learnt at school or as an adult.

**Motivation:** the learners' overall goal or orientation. Instrumental motivation occurs when the learners' goal is functional (eg: to get a job or pass an examination). Integrative motivation occurs when the learner wishes to identify with culture of (L2) group.

**Opinion:** feelings or thought about something.

**Opposite:** word with the opposite meaning to another.

**Outline:** description of the main facts involved in something (for example, an outline of a topic).

**Output:** what is produced by learners orally or in the written form.

**Paragraphs:** division of a piece of writing started on new line.

**Paraphrasing:** expressing what somebody has said or written using different words.

**Phrases:** group of words without a finite verb.

**Process:** a series of things that are done in order to achieve something (steps to write a paragraph, for example).

**Product:** a result of a product.

**Productive:** doing or achieving a lot.

**Proficiency:** the quality of state of being proficient; improvement.

**Prominent:** important or well-known.

**Punctuation:** marks such as full stops and commas in a piece of writing.

**Receptive:** willing to consider new ideas.

**Revise:** examine something again and correct or improve it.

**Sentences:** group of words that express a statement, question.

**Skill:** the ability to do something.

**Strategy:** plan intended to achieve a particular purpose.

**Summarizing:** giving only the main points of a text, for instance.

**Syllabus:** list of subjects in a course of study.

**Synonym:** word with the same meaning as another.

**Syntax:** rules for making sentences out of words and phrases

**Tackle:** deal with a problem.

**Tandem:** work closely together.

**Technique:** skill with which somebody is able to do something practical.

**Thinking skills:** process of thinking : opinions about something.

**Thought:** power or process of thinking, feeling of care or worry, something that you think of or remember.

**Understand:** know or realize the meaning of words, a language, what somebody says.

**Vocabulary:**list of words with their meanings esp in a book for learning a foreign language

**Weaknesses:** lack of strength, power or determination.

**Words:** written or spoken unit of language.

**Writing:** activity of writing- written works of an author.

# **APPENDICES**

## Appendix N° 1

### Teachers' Interview

Mrs. ABABOU

Dear Collègues,

You are kindly requested to answer the following questions to fulfill a research work.

Male:

Female:

School: Benmaïssa Bachir

1) How long have you been teaching English Language?

For 23 years

2) Are your learners motivated to learn English as a foreign language? If not why?

Sometimes they are motivated especially when they are interested in the theme taught

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

As far as reading skills <sup>are concerned</sup>, they do not have difficulties mainly when they are provided with the glossary (translation of difficult words into their mother lge).

4) If you teach both skills separately, are your learners able to develop them better?

Maybe, but the difficulties remain in the writing skills

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

Yes, of course as they enrich their vocabulary

6) Do the text book writing activities fit your learners' level? If not, why?

No, not at all. The text book writing activities are blurred and they do not pave the way to the pps. to write at least sentences that they will use to build a paragraph.

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

For me the best way to help pps. to improve their writing skills is to change the techniques found in the text books as completing a dialogue, gap filling, ordering sentences, using pictures

Mrs Chaabane

Dear Colleagues,

You are kindly requested to answer the following questions to fulfill a research work.

Male:

Female:

School: ENNAJEH Secondary School -

1) How long have you been teaching English Language?

2.8 years

2) Are your learners motivated to learn English as a foreign language? If not why?

Yes, they are

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

Sometimes, when learners have a lack of basis

4) If you teach both skills separately, are your learners able to develop them better?

No, not all of them

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

Yes, certainly

6) Do the text book writing activities fit your learners' level? If not, why?

Yes

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

listening activities / Reading texts to increase vocabulary /  
grammatical concepts / activities of punctuation

Dear Colleagues,

You are kindly requested to answer the following questions to fulfil a research work.

Male:

Female:

School: El Wieu Secondary school

1) How long have you been teaching English Language?

2.3 years

2) Are your learners motivated to learn English as a foreign language? If not why?

Yes, they are. It is their favorite language.

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

Yes, especially writing. They lack the necessary vocabulary to build sentences according to them. They do not have time to read in order to enlarge their knowledge.

4) If you teach both skills separately, are your learners able to develop them better?

Yes, we do this in our unit plans, each skill is tackled alone at the beginning of the unit.

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

No, the textbook is not enough, because it deals with some themes not all of them.

6) Do the text book writing activities fit your learners' level? If not, why?

No, sometimes we have to adapt them according to our pupils levels. The suggested activities are sometimes difficult.

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

What I can suggest is to develop guided activities in which we provide the necessary ideas to help them write a coherent composition. In addition to that we can rely on: Elicitation acts, gap fill in and ordering etc.

Dear Collègues,

You are kindly requested to answer the following questions to fulfil a research work.

Male:

Female: ✓

School: Drâa Fatima school

1) How long have you been teaching English Language?

for 5 years

2) Are your learners motivated to learn English as a foreign language? If not why?

PPs in general are motivated to learn the English lge, but pps of scientific streams are much more motivated rather than literary stream.

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

Which concerns the reading skill, their level is some how acceptable, but they confront great obstacles in the writing skill due to the lack of vocabulary (Terminology).

4) If you teach both skills separately, are your learners able to develop them better?

I don't think so because their competence in reading will be reflected on their outcomes (writings). As much as they read, they will improve their level in writing.

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

Absolutely, this is what I've mentioned in the previous question.

6) Do the text book writing activities fit your learners' level? If not, why?

To a certain extent, because sometimes we find some tasks that are not so essential and vice versa, there are some important tasks but they're not given enough importance.

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

We try to focus and shed light much more on the practices that contain vocabulary explorers in addition to syntax, in order to enable pps of the well use of the vocabulary they obtained - structures -

Mrs LEBID

Dear Colleagues,

You are kindly requested to answer the following questions to fulfill a research work.

Male:

Female: ✓

School: Dra's Patience School

1) How long have you been teaching English Language?

For 22 years

2) Are your learners motivated to learn English as a foreign language? If not why?

No, They aren't, they prefer learning scientific matters.

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

Yes they do, because of their lack for practice, either at school and at home.

4) If you teach both skills separately, are your learners able to develop them better?

Yes, but with difficulties.

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

Sure, if they read their text books, they will improve their capabilities.

6) Do the text book writing activities fit your learners' level? If not, why?

Yes, it does.

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

I suggest Oral activities, Visual aids such as Films, Songs, Documentaries, to do some trips as going to see Films or even attend lectures at the university. (to be in touch with the language).

Mrs LOUH

Dear Colleagues,

You are kindly requested to answer the following questions to fulfil a research work.

Male:

Female:

School: Saïd Ahmed . Ain El Bend -

1) How long have you been teaching English Language?

For 12 years

2) Are your learners motivated to learn English as a foreign language? If not why?

Yes, they are but not all of them. They said that it is difficult to understand the language because it is a foreign one. They like it but they don't understand it.

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

Yes, of course because of difficult vocabularies language points.

4) If you teach both skills separately, are your learners able to develop them better?

yes, I think so.

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

Yes, <sup>they will</sup> providing that they understand what they read.

6) Do the text book writing activities fit your learners' level? If not, why?

No, not all of them especially 3<sup>rd</sup> year in writing phase.

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

Personally I suggest to give them an activity in which they interpret a short passage. Either from Arabic to English or the opposite.

Mrs LABAIR

Dear Colleagues,

You are kindly requested to answer the following questions to fulfill a research work.

Male:

Female:

School: DARABID High school.

1) How long have you been teaching English Language?

for about 16 years

2) Are your learners motivated to learn English as a foreign language? If not why?

Yes. They are

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

Yes. They do. There are much difficulties with the writing.

4) If you teach both skills separately, are your learners able to develop them better?

I don't see the difference whether separately or together.

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

Yes of course

6) Do the text book writing activities fit your learners' level? If not, why?

Sometimes yes, sometimes no. It depends on the level of learners, their background, the stream is also very important to test learners' level.

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

Dictation  
Reading as much as possible  
Writing into group works  
Preparing and Presenting some lessons from their syllabus.

Dear Colleagues,

You are kindly requested to answer the following questions to fulfil a research work.

Male: Female:  School: St. P. Harrow, S. School.

1) How long have you been teaching English Language?

23 years.

2) Are your learners motivated to learn English as a foreign language? If not why?

No, not all of them. Some like the lge & are motivated to learn it but others do have problems of basic / weak.

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

Learners find difficulties especially in writing because they lack vocabulary / lexis and do not know how to relate sentences / cohesion & coherence of ideas.

4) If you teach both skills separately, are your learners able to develop them better?

Of course they will. It's obvious to say that both of the two skills complement each other. But teaching learners reading is to develop their writing skill. Reading is an important tool to be used as a pre-writing activity. It exposes learners to vocabulary - grammar.

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

You said at least. Yes, it is probable. But, I think that learners should go beyond their text books when choosing what to read they may progress and develop a love for reading and would be easy for them to improve their vocabulary.

6) Do the text book writing activities fit your learners' level? If not, why?

Some times we find the two extremes in our class. Some brilliant pupils and too weak ones. Fitting? Yes, it fits the brilliant and the average one, but not the limited ones because of their level / no basis in English.

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

Writing is not as easy as we may think. It consists in generating ideas, organizing them and finding the lge and writing tools. / grammar - vocabulary - punctuation -  
 As a F. L. T, I would suggest / story completion, quoting, expanding ideas - paraphrasing - summarizing...  
 Group work is very useful. It helps the weak to get ideas to write and enables them to acquire what he needs in his produce.

Mr. Bilami

Dear Colleagues,

You are kindly requested to answer the following questions to fulfill a research work.

Male:

Female:

School: El-Hawes Secondary school.

1) How long have you been teaching English Language?

For 32 years

2) Are your learners motivated to learn English as a foreign language? If not why?

No they are not too much motivated. Some of them because they feel not concerned by this foreign language, others because this language is not as important as the other subject matters.

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

Of course they do since they do not take into account this foreign language.

4) If you teach both skills separately, are your learners able to develop them better?

I think so

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

Yes, why not since reading is a basic skill. It may have a good impact to build correct and simple sentences and expressing their ideas in a right way.

6) Do the text book writing activities fit your learners' level? If not, why?

Some of them are quite good activities and pupils do learn what they do. Others are more complex and sometimes ambiguous.

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

I am for educative games which may be motivate pupils. Activities that do not make them feel work seriously. Easy activities and tasks but efficient.

Mrs Rami

Dear Collègues,

You are kindly requested to answer the following questions to fulfil a research work.

Male:

Female:

School: EL Haoues

1) How long have you been teaching English Language?

..... 2.2 years .....

2) Are your learners motivated to learn English as a foreign language? If not why?

..... Yes, but not all just a minority. The majority  
don't read or practise English outside class.  
..... The minority use it with their pen friends and read at home.

3) Do your learners confront difficulties with regard to reading and writing skills? Why?

..... Yes, simply because they don't read and practise  
English outside class.

4) If you teach both skills separately, are your learners able to develop them better?

..... Yes, I think that reading comes first and with  
reading practice we improve our writing.

5) If your learners read at least their text books, they will improve their thinking and writing competencies, won't they?

..... yes, certainly. I mean for the 1st and 2nd years  
but for the 3rd years the text books don't fit their level.

6) Do the text book writing activities fit your learners' level? If not, why?

..... yes, the activities are clear, but pupils need more  
reading to get more ideas to exploit in the writing  
activities.

7) As a foreign language teacher, what kind of activities would you suggest to help our learners enhancing their writing skills?

..... Reading texts, Practising dialogues, why not  
dictation to improve their spelling?

## Appendix N° 2

### Pupils' Questionnaire

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: DAR ABID Age: 18 years old.

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good ✓                      c) average                      d) bad

2) Learning English at school is:

- a) beneficial ✓                      b) waste of time                      c) boring

3) How well do you read in English?

- a) well                      b) average                      c) not very well ✓

4) How well can you write in English?

- a) well                      b) average ✓                      c) not very well

5) Do you meet any difficulties when writing?

- Yes                      No                      little beat ✓  
bik.

6) If yes, is it due to:

- a) lack of vocabulary                      b) too much homework                      c) lack of reading ✓

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      b) compositions ✓                      c) other activities( specify) ✓

+ Vocabulary and Grammar activities.....

8) Do you realize that reading has an important impact on developing your writing skills?

Yes, because reading will teach us new expressions, new words that we can use in writing, reading will also make us a cultured persons.

9) So, are you interested in starting to read now?

Yes I am interested, but in this year I don't have so much of time although I'll do my best to read.

10) What are your suggestions to improve your writing competencies?

Reading and using tecknology for developping our English, as using web sites that will help us in Grammar and vocabulary problems.....

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy: ✓ Girl: School: Dar Abid Age: 18

1) Having learnt English for six years, do you think that your level is:

- a) Excellent b) good ✓ c) average d) bad

2) Learning English at school is:

- a) beneficial ✓ b) waste of time c) boring

3) How well do you read in English?

- a) well b) average ✓ c) not very well

4) How well can you write in English?

- a) well b) average ✓ c) not very well

5) Do you meet any difficulties when writing?

- Yes ✓ No

6) If yes, is it due to:

- a) lack of vocabulary ✓ b) too much homework c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations ✓ b) compositions ✓ c) other activities( specify)

8) Do you realize that reading has an important impact on developing your writing skills?

Yes, because in reading we learn new words.

9) So, are you interested in starting to read now?

Yes, because we have learnt English for 6 years so

10) What are your suggestions to improve your writing competencies?

My suggestion is: more time in English, more reading.

Suggesting more time.

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: *Dar Albid* Age: *17 year old*

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good                      ✓ c) average                      d) bad

2) Learning English at school is:

- ✓ a) beneficial                      b) waste of time                      c) boring

3) How well do you read in English?

- a) well                      ✓ b) average                      c) not very well

4) How well can you write in English?

- a) well                      ✓ b) average                      c) not very well

5) Do you meet any difficulties when writing?

- ✓ Yes                      No

6) If yes, is it due to:

- a) lack of vocabulary                      b) too much homework                      ✓ c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      ✓ b) compositions                      c) other activities( specify)

.....

8) Do you realize that reading has an important impact on developing your writing skills?

yes, because reading is beneficial and it gives us a lot of information

9) So, are you interested in starting to read now?

yes I'm ready to read to improve my level in writing

10) What are your suggestions to improve your writing competencies?

.....  
.....  
.....

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: *dan Abid*      Age: *18*

1) Having learnt English for six years, do you think that your level is:

a) Excellent                      b) good                      ✓ c) average ✓                      d) bad

2) Learning English at school is:

✓ a) beneficial                      b) waste of time                      c) boring

3) How well do you read in English?

a) well                      ✓ b) average ✓                      c) not very well

4) How well can you write in English?

a) well                      ✓ b) average ✓                      c) not very well

5) Do you meet any difficulties when writing?

✓ Yes                      No

6) If yes, is it due to:

a) lack of vocabulary                      b) too much homework                      ✓ c) lack of reading ✓

7) What kind of writing activities do you carry out in the classroom?

a) dictations                      ✓ b) compositions ✓                      c) other activities( specify)

*Reading and writing, written expression, Grammar exercises.*

8) Do you realize that reading has an important impact on developing your writing skills?

*yes same time because when we read and not understand we can't writing any thing.*

9) So, are you interested in starting to read now?

*yes of course because when we read, we will understand*

10) What are your suggestions to improve your writing competencies?

*first: too much read.  
repet the activities.  
write paragraphs.*

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: Ahmad Said                      Age: 19

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good ✓                      c) average                      d) bad

2) Learning English at school is:

- a) beneficial ✓                      b) waste of time                      c) boring

3) How well do you read in English?

- a) well ✓                      b) average                      c) not very well

4) How well can you write in English?

- a) well ✓                      b) average                      c) not very well

5) Do you meet any difficulties when writing?

- Yes                      No ✓

6) If yes, is it due to:

- a) lack of vocabulary ✓ <sup>but sometimes</sup>                      b) too much homework                      c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      b) compositions                      c) other activities( specify) ✓

Tasks of getting started, grammar exercises, vocabulary, Pronunciation  
Think, pair, share, writing development

8) Do you realize that reading has an important impact on developing your writing skills?

yes, I do because when I read I get to many information which help me in writing skills

9) So, are you interested in starting to read now?

Not just now I have been interested for a very long time because I do like English

10) What are your suggestions to improve your writing competencies?

we have a very nice and good English teacher, so we don't have a problem in writing competencies

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl:                      School:                      Age: 20ans

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good                      c) average                      d) bad

2) Learning English at school is:

- a) beneficial                      b) waste of time                      c) boring

3) How well do you read in English?

- a) well                      b) average                      c) not very well

4) How well can you write in English?

- a) well                      b) average                      c) not very well

5) Do you meet any difficulties when writing?

- Yes                      No

6) If yes, is it due to:

- a) lack of vocabulary                      b) too much homework                      c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      b) compositions                      c) other activities( specify)

8) Do you realize that reading has an important impact on developing your writing skills?

Yes. I realize that reading has an important impact on developing my writing skills.

9) So, are you interested in starting to read now?

yes I'm so interested to read now.

10) What are your suggestions to improve your writing competencies?

reading story and listen to music and reading books of vocabulary

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School:                      Age: 21 ans ✓

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good                      c) average                      d) bad ✓

2) Learning English at school is:

- a) beneficial ✓                      b) waste of time                      c) boring

3) How well do you read in English?

- a) well                      b) average                      c) not very well ✓

4) How well can you write in English?

- a) well                      b) average                      c) not very well ✓

5) Do you meet any difficulties when writing?

- Yes ✓                      No

6) If yes, is it due to:

- a) lack of vocabulary ✓                      b) too much homework ✓                      c) lack of reading ✓

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      b) compositions ✓                      c) other activities( specify) ✓

.....

8) Do you realize that reading has an important impact on developing your writing skills?

..... yes

9) So, are you interested in starting to read now?

..... yes

10) What are your suggestions to improve your writing competencies?

.....  
.....  
.....

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School:                      Age: 18

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good                      ✓ c) average                      d) bad

2) Learning English at school is:

- a) beneficial ✓                      b) waste of time                      c) boring

3) How well do you read in English?

- a) well                      b) average                      ✓ c) not very well

4) How well can you write in English?

- a) well                      b) average                      ✓ c) not very well

5) Do you meet any difficulties when writing?

- Yes ✓                      No

6) If yes, is it due to:

- a) lack of vocabulary                      b) too much homework                      c) lack of reading ✓

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      b) compositions ✓                      c) other activities( specify)

8) Do you realize that reading has an important impact on developing your writing skills?

yes

9) So, are you interested in starting to read now?

yes

10) What are your suggestions to improve your writing competencies?

We Have to Read

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: Draa Fatima                      Age: 18

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good                      c) average ✓                      d) bad ✓

2) Learning English at school is:

- a) beneficial                      b) waste of time                      c) boring ✓

3) How well do you read in English?

- a) well                      b) average                      c) not very well ✓

4) How well can you write in English?

- a) well                      b) average                      c) not very well ✓

5) Do you meet any difficulties when writing?

- Yes ✓                      No

6) If yes, is it due to:

- a) lack of vocabulary                      b) too much homework                      c) lack of reading ✓

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      b) compositions                      c) other activities( specify) ✓

8) Do you realize that reading has an important impact on developing your writing skills?

No, I can't

9) So, are you interested in starting to read now?

Yes.

10) What are your suggestions to improve your writing competencies?

أكثر من حل التمارين مع أمثلة في الاسترجاع  
ما فاتني.

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: <sup>D Raa</sup> FATIMA Age: 19

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good                      c) average                      ✓ d) bad

2) Learning English at school is:

- a) beneficial                      b) waste of time                      ✓ c) boring

3) How well do you read in English?

- a) well                      b) average                      ✓ not very well

4) How well can you write in English?

- a) well                      b) average                      ✓ not very well

5) Do you meet any difficulties when writing?

- ✓ Yes                      No

6) If yes, is it due to:

- a) lack of vocabulary                      ✓ b) too much homework                      c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      ✓ b) compositions                      ✓ c) other activities( specify)

to exercise

8) Do you realize that reading has an important impact on developing your writing skills?

yes ( ~~no~~ )

9) So, are you interested in starting to read now?

yes

10) What are your suggestions to improve your writing competencies?

X

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy: ✓ Girl: ✓ School: *Wiamn School* Age: *20*

1) Having learnt English for six years, do you think that your level is:

- a) Excellent      b) good      c) average ✓      d) bad

2) Learning English at school is:

- a) beneficial ✓      b) waste of time ✓      c) boring

3) How well do you read in English?

- a) well      b) average ✓      c) not very well

4) How well can you write in English?

- a) well      b) average      c) not very well ✓

5) Do you meet any difficulties when writing?

- Yes ✓      No

6) If yes, is it due to:

- a) lack of vocabulary ✓      b) too much homework      c) lack of reading ✓

7) What kind of writing activities do you carry out in the classroom?

- a) dictations      b) compositions ✓      c) other activities( specify) ✓

8) Do you realize that reading has an important impact on developing your writing skills?

*نعم القراءة لها تأثير كبير على تطوير مهارات الكتابة*

9) So, are you interested in starting to read now?

*نعم أنا مهتم جداً بالقراءة الآن*

10) What are your suggestions to improve your writing competencies?

*أقترح أن نزيد من الحصص العملية للكتابة وأن نستخدم أدوات تقييم متنوعة لقياس التقدم في الكتابة.*

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: WIAM                      Age: 19

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good                      c) average ✓                      d) bad

2) Learning English at school is:

- a) beneficial ✓                      b) waste of time                      c) boring

3) How well do you read in English?

- a) well                      b) average ✓                      c) not very well

4) How well can you write in English?

- a) well                      b) average ✓                      c) not very well

5) Do you meet any difficulties when writing?

- Yes ✓                      No

6) If yes, is it due to:

- a) lack of vocabulary ✓                      b) too much homework                      c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      b) compositions                      c) other activities( specify) ✓

على تنميتها في القواعد التي تعلمها في البيت والواجب المنزلي  
التي تعلمها في البيت عن الأنشطة.

8) Do you realize that reading has an important impact on developing your writing skills?

Yes, because give many information.

9) So, are you interested in starting to read now?

نعم لأننا نحتاج إلى اللغة الإنجليزية في حياتنا اليومية  
وتنميتها قدرتنا الذهنية من خلال التفرغ على مهل في مادة جديدة

10) What are your suggestions to improve your writing competencies?

على تنميتها من خلال التفرغ على مهل في مادة جديدة  
التي تعلمها في البيت عن الأنشطة.

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: *Wiaam*      Age: *18*

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good ✓                      c) average                      d) bad

2) Learning English at school is:

- a) beneficial ✓                      b) waste of time                      c) boring

3) How well do you read in English?

- a) well                      b) average ✓                      c) not very well

4) How well can you write in English?

- a) well ✓                      b) average                      c) not very well

5) Do you meet any difficulties when writing?

- Yes ✓                      No ✓

6) If yes, is it due to:

- a) lack of vocabulary ✓                      b) too much homework                      c) lack of reading ✓

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      b) compositions ✓                      c) other activities( specify) ✓

*Grammar Exercises, Vocabulary Exercises*

8) Do you realize that reading has an important impact on developing your writing skills?

*yes, because reading has a necessary impact to tell our many ideas, these ideas help us to write expression and to educate pronunciation.*

9) So, are you interested in starting to read now?

*yes, because English is language of the world, and I like learn it to develop my self, it is my best language.*

10) What are your suggestions to improve your writing competencies?

*To improve my writing competencies, I need do compositions (writing expressions) and do some activities which relate with friend theatre because it's learn speak and pronounce easily when we express a dialogue + dictations + speaking with the teacher in english.*

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: *El wiam* Age: *10*

1) Having learnt English for six years, do you think that your level is:

- a) Excellent                      b) good ✓                      c) average                      d) bad

2) Learning English at school is:

- a) beneficial ✓                      b) waste of time                      c) boring

3) How well do you read in English?

- a) well                      b) average ✓                      c) not very well

4) How well can you write in English?

- a) well ✓                      b) average                      c) not very well

5) Do you meet any difficulties when writing?

- Yes ✓                      No

6) If yes, is it due to:

- a) lack of vocabulary ✓                      b) too much homework ✓                      c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations                      b) compositions                      c) other activities( specify) ✓

*Grammar activities*

8) Do you realize that reading has an important impact on developing your writing skills?

*Yes, they develop culture and give informations important in our life*

9) So, are you interested in starting to read now?

*Yes, because I like learning all subject materiel by english*

10) What are your suggestions to improve your writing competencies?

*I don't like the activite of gap filling*

*I like that the text be an interview*



Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy:                      Girl: ✓                      School: Ben Maissa      Age: 18

1) Having learnt English for six years, do you think that your level is:

- a) Excellent              b) good              c) average              d) bad ✓

2) Learning English at school is:

- a) beneficial ✓              b) waste of time              c) boring

3) How well do you read in English?

- a) well              b) average ✓              c) not very well

4) How well can you write in English?

- a) well              b) average ✓              c) not very well

5) Do you meet any difficulties when writing?

- Yes ✓              No

6) If yes, is it due to:

- a) lack of vocabulary ✓              b) too much homework              c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations              b) compositions ✓              c) other activities( specify) ✓

..... Grammar Activities, Vocabulary .....

8) Do you realize that reading has an important impact on developing your writing skills?

Yes, parce que j'aime aides de prendre des idées et comment écrit

9) So, are you interested in starting to read now?

Yes, Je veut développe mon niveau .....

10) What are your suggestions to improve your writing competencies?

1. par exemple faire des paragraphe de fill de gaps .....

2. des paragraphe désordonné et nous le ordonné .....

3. donne des idées et avec lui en faire une bonne paragraphe.

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy: ✓ Girl: School: Ben Mousse Age: 18

1) Having learnt English for six years, do you think that your level is:

- a) Excellent ✓ b) good c) average d) bad

2) Learning English at school is:

- a) beneficial ✓ b) waste of time c) boring

3) How well do you read in English?

- a) well ✓ b) average c) not very well

4) How well can you write in English?

- a) well ✓ b) average c) not very well

5) Do you meet any difficulties when writing?

- Yes No ✓

6) If yes, is it due to:

- a) lack of vocabulary b) too much homework c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations b) compositions ✓ c) other activities( specify) ✓

Grammar Activities, Vocabulary

8) Do you realize that reading has an important impact on developing your writing skills? yes

Because it is very important to write the words in their correct forms

9) So, are you interested in starting to read now?

No, Because I now how to read.

10) What are your suggestions to improve your writing competencies?

use the dictionary to read a paragraph

Dear pupils,

Please answer the following questions : tick (✓) in the right answer : (be frank )

Boy: ✓ Girl: School: Ben Maida Age: 20

1) Having learnt English for six years, do you think that your level is:

- a) Excellent      b) good      c) average      ✓ d) bad

2) Learning English at school is:

- a) beneficial ✓      b) waste of time      c) boring

3) How well do you read in English?

- a) well      b) average      ✓ c) not very well

4) How well can you write in English?

- a) well      b) average      ✓ c) not very well

5) Do you meet any difficulties when writing?

- Yes  No

6) If yes, is it due to:

- a) lack of vocabulary      b) too much homework      ✓ c) lack of reading

7) What kind of writing activities do you carry out in the classroom?

- a) dictations      ✓ b) compositions      ✓ c) other activities (specify)

Grammar vocabulary

8) Do you realize that reading has an important impact on developing your writing skills?

Yes (أنا أدرك أن قراءة النصوص لها تأثير مهم على تطوير مهارات الكتابة)

9) So, are you interested in starting to read now?

NO (لا أريد أن أبدأ الآن)

10) What are your suggestions to improve your writing competencies?

استمع للمحاضرات باللغة الإنجليزية

# Appendix N° 3

## First Year Text Book Sample

**READING AND WRITING**

UNIT 2 : SEQUENCE 2

**1. Read the text below and check your answer to exercise 2 on the previous page. Did you guess right or wrong? Why?**

Okonkwo was well known throughout the nine villages. He was tall and huge. He had a very dark complexion, a wide nose and bushy eyebrows which gave him a fierce look. At the age of eighteen he won a wrestling match against Amalinze the Cat. Amalinze was the greatest wrestler of the time. He was called the Cat because his back never touched the earth. It is this man whom Okonkwo threw to the ground twenty years ago. His victory against Amalinze made him very famous in his village, Umuofia. In addition, Okonkwo was a very hard worker. During the planting season, he worked daily from cock-crow until the chickens went to roost. He became a wealthy farmer

and one of the greatest men of his time.

Unoka was Okonkwo's father. He was a thin, handsome man with a gentle look. In his day, he was lazy and improvident and was incapable of bringing food to his wife and children who were always hungry. He spent most of his time playing on his flute. Unoka was never happy when people talked about war. In fact, he was a coward and preferred to talk about music.

Okonkwo was different from his father. He was a man who liked action, so he was the first to take up arms in defence of his village. His courage against the British invaders won him a place among the heroes of his tribe. ...

(Adapted from *Things Fall Apart*)

**2. Copy down the table below and complete it with information from the text above.**

CHARACTER TRAITS	OKONKWO	UNOKA
PHYSICAL APPEARANCE a. What did he look like?	tall, huge, dark complexion, wide nose, bushy eyebrows	
PERSONALITY b. What was he like?		
LIKES AND DISLIKES? d. What did he like/dislike?		

**3. What tense is used in this text? Why?**

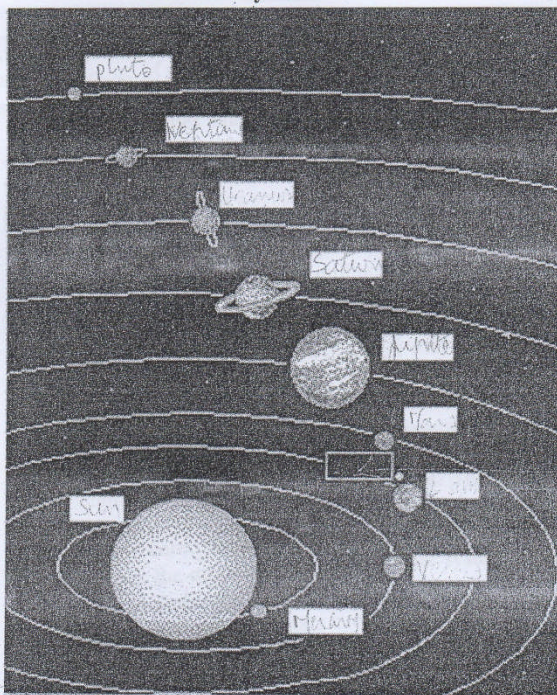
*Task 3: This is a narrative of a man's life. Answer the following questions:*

- a man
- a village
- an animal

*Task 1: Answer the following questions:*

## Third Year Text Book Sample

The Solar System



If you were out in space, billions of miles away from our planet, you would see the Earth as a tiny ball moving in a wide path around a star that you might recognize as our sun. You would also see, at various distances from the sun, seven other spherical bodies of different sizes - the other planets - all travelling in the same direction in almost circular paths around the sun. Moving around some of the planets are smaller balls - the satellites or moons of the planets. (§1)

Now suppose you were still in space and that you were looking at the space between the orbits of planets Mars and Jupiter, what would you see? There would be thousands of little planets, or asteroids, also revolving around the sun. Cutting in this way and that, across the paths of the planets, you would see comets - starry-headed objects, sometimes with long tails

/ˈbɪlɪənz/  
/muːviŋ/  
/ˈrekəɡnaɪz/  
/ˈsfɛrɪkl/  
/dɪˈrɛkʃn/  
/ˈsætələɪts/

/mɑːz/-/ˈdʒuːpɪtə/  
/æstərɔɪdz/  
/ˈkɒmɪts/

streaming after them as they draw near the sun. You might also catch a glimpse of swarms of even smaller particles - the meteors - swirling through space. (§2)

All these bodies make up our vast solar system. If you continued to view them for months or for years, you would see that they were moving together through space as a unit, at the rate of some twelve miles a second, in the general direction of the blue star Vega. (§3)

The sun is the very heart of our solar system. It is a typical star - one of the several thousand millions of stars in our galaxy; like the rest, it is an incandescent body made up of highly compressed gases. Compared with the other stars, the sun is of average size, but it is a giant in comparison with even the largest planets. Its diameter of 865,600 miles is 109 times that of the Earth; even though it is gaseous, it weighs more than 300,000 times as much as the Earth. Its surface temperature is about 10,000 degrees Fahrenheit; at its centre the temperature may be as high as 27,000,000 degrees Fahrenheit. The heat energy and light energy radiating from the sun make it possible for life to exist upon earth. Without the reflection of the sun's light, we could not see the other members of the solar system except for the comets and meteors. (§4)

The sun is just one of the stars in our universe. When the skies are clear, we can see the twinkling of these other stars at night. Their light is less intense than that of the sun because they are far more remote from us than any other heavenly bodies. (§5)

We know that the planets of the solar system are different from the distant stars in some very important ways. Unlike stars, which shine with their own light, the planets give off no light of their own. All we can see is the light from the sun, that they reflect back to us as if they were huge mirrors in the sky. In addition, each one of the eight planets is travelling in its own special path or orbit around the sun held in place by the powerful force of the sun's gravity, very much as if it were a ball speeding around the sun in a matter of a few months. More distant planets have larger orbits and travel far more slowly. Jupiter, for example, takes more than eleven Earth years to make one complete turn around the sun while Earth makes its path around the sun in just 365 ¼ days - in other words, once a year. (§6)

(From the *Book of Popular Science* and Alan E. Nourse, *The Giant Planets*)

/stri:mij/

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/səʊlə/

/kə'nɪnju:d/

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/ə'veəri:dʒ/

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/weɪz/

/temprətʃə/

/fə'renhart/

/enədʒi/

/rɪ'flekʃn/

/ju:nɪvɜ:s/

/twɪŋklɪŋ/

/rɪ'məʊt/

/faɪn/

/rɪ'flekt/

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/grɜ:vətɪ/

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● Ta  
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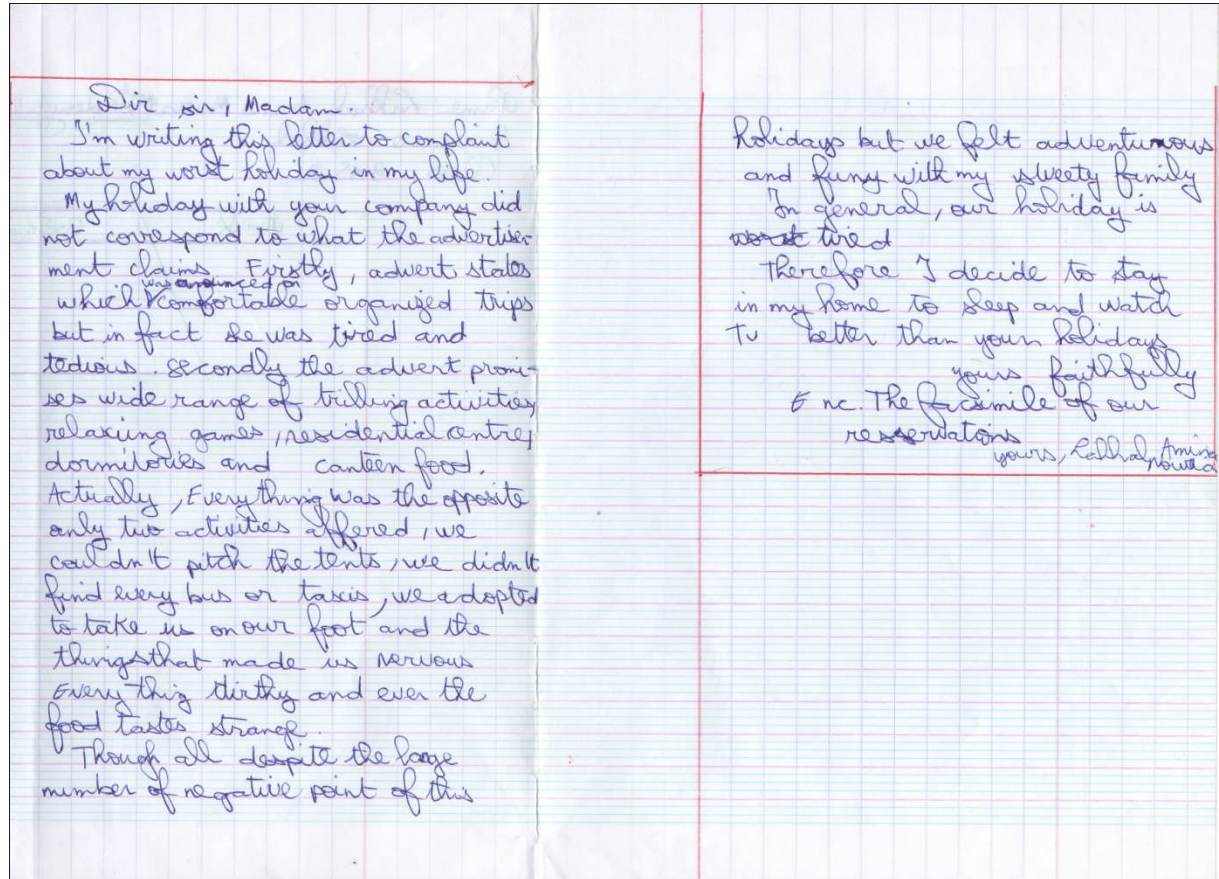
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tra

## Appendix N° 4

### Written Tests



Dear Sir

I am writing to you this letter to let you know that my holiday was terrible as much as I was excited I'm regretting and disappointing now, My holiday with your company did not correspond to what the advertisement claims. Firstly the advert states that we gonna try out an experience that we will never forget but in fact for eight days neither wind surfing nor sailing offered. Secondly the advert promises us that we will be able to choose from a wide range of activities unfortunately, there was only two activities offered per day! Thirdly it says that there will be one three day camping expedition. Actually we couldn't even pitch the tents. You promise us to take a day off and enjoy a relaxing games but there were only facilities and a

youth hostel. As the advert claims we gonna relax at the residential centre but it was full so they put us in a far youth hostel. Finally! Sir!! Thank your rooms and bed-clothes was dirty and your delicious meals was so disgusting I couldn't even looking at it ... :-)

In general, our holiday was miserable as a result of all of these non-kept promises. I feel so upset and sad because I've planed for this holiday but it just turn upside down, I feel like I've been deceiving by your company. I consider this as a lie I have payed for nothing thanks to make me have the worst holiday in my life. Therefore, I was required to write to you this letter.

Yours faithfully

CP. ainnáa

Dear Sir or Madam

I am writing to thank you for the horrible holiday with your company. First I will talk just the simple things for example food or should I say the dogs food.

Secondly I didn't see one of your lying promises and I really enjoyed with swimming in rubbishes and poisoning water.

Thirdly, actually this letter is not in fact to rid my heart from to overcome.

In general I feel that I was very stupid because I thought to your false promises in the advertisement.

Therefore; I will give you one advice. Shut your company because you are just mislaid your money in advertisements.  
yours faithfully

Zabani Kacanthar

8p  
Themselves Today, in this era of technology, some people become offensive and they take interest only in themselves. This is why the violence diffused until it was entering the schools. It has so negative impact that we must fight it.

use of future instead of conditional  
So, if I am a headmaster of our school I will take many measures to terminate it. First, I will put strict rules on the school to fear my pupil about it. In addition, I will apply the way of dialogue between pupil and teacher, in order to see the serenity in the spirits. Moreover, I will put a camera in the classrooms to control and at the same time to know the aggressors so as to punish them for example I deprive them their prefer lessons like sport if they are pupil, but if they are teachers, I will deprive them their pay.

from Arabic → So, the time has come to combat this problem and to raise our pupils about the negative effect of the violence. so we must put hand on hand in

Ferha  
Khaira  
Said  
Ahmed  
Secondary  
School.

I suppose that Man in future, he can live in the Moon because of the researches of the scientist to make life possible on it. In fact, Man can't live on it because the human nature, not let him live alone and we haven't enough water to do our stuff. There is no amenities such as school, hospitals and the other stuff. We haven't enough oxygen to breath and no place to visit it.

good ideas but the problem of conditional type II  
remains.

School days violence is almost  
everywhere in towns, streets and  
schools... and no one cares about  
this fight they shrugging their shoulders  
and close their eyes on this serious  
problems but now it's time, the time  
to start fighting for our children. So  
I say it loud if some day I become  
a headmistress my first fight will be  
upon violence in my school for sure  
and I will start by make stricter laws  
and punish violent pupils then I will  
make them aware about violence consequences  
by talking about it not hide the truth  
and act like the world is pink around  
us, finally I will make the honesty  
and the respect the first step of behaviour  
of my pupils with each others no fights  
and no disputes and no one will be accept  
if he's not the perfect model of serious  
pupil who comes to study not to play.

I say it now and I will repeat it every  
day until the violence becomes a night-  
mare and a bad souvenirs that every  
one will forget some day I believe that  
this day will comes.

Bouchrika  
Yasmine  
3AS,  
Draa Fatima

Thursday; January 09<sup>th</sup>, 2014

### Dictation.

Businesses are increasingly aware of the importance of social and environmental choices for their reputation. That is while some of them are commissioning social audits relating to their social performance; this are social reports that evaluate the effect of their behaviour in relation to their employees and to society as a whole.

Belhadj Moussa 3As2  
Dar el bid  
abd El Hamid  
repetition  
Pupils need an honest man to build their future like what this man <sup>agreement</sup> do and say. and they need also peace in their environment to have all what they need to develop their personalities ~~for~~ <sup>so</sup> what we have to do to apply peace in environment of the pupils, specially in school?

agreement  
If I were a head master of school I will try to apply all the values to have a peace in my school.

First, I will encourage my pupils to do group works and ~~to~~ to contact with their. Second, I will sensitise them for a violence consequences and what can we see and hear about this issue. and we will have an awful school there for an honest country so; ~~we~~ I will said to them that the brother ship is an activity to fight the violence in our country. and if I will get a problem I will posed strict laws to the pupils who they combat

union of articles

verb tense agreement

CF  
style  
Third; I'll employ the psychologist  
because; they the only could know the  
problems of pupil and why they like to  
contact with their friend. and may they  
will give to me solution psychologist  
solutions. and I'll try to tell their parents  
about this problems.

repetition  
This what I'll do it when I were a  
head master and may God help me to have  
good personnes in future and continue what  
our parents begin begin it.

Sahali

## dictations

Yssam

3AS4

Belmaissa

a counterfeit is some thing that is forged, copied with the purpose of deceiving or defrauding <sup>to</sup> most people counterfeitng means essentially forged currency. But in reality, product of all sort, medecins, mobile phones, food and drink, and even car parts are being copied every-day by counterfeiters.

Name

January 09<sup>th</sup> 2014

Mendaci Vadyet

class

Dictation

3 AS 1

school

Ben Maissa

Bachir

A counterfeit is same thing that is forged, copied with the purpose of deceiving or defrauding.

For most people, counterfeiting means essentially forged currency, but in reality, product of all sorts, medicines, mobile phones, food and drink, and even car parts are being copied every day by counterfeiters.

## **Abstract:**

Written production is an issue that is raised among foreign language learners. The results of the survey conducted in the Secondary schools of the Wilaya of Sidi Bel Abbas with the third year scientific stream pupils, showed that some learners actually suffered from lack of motivation to learn the language and lack of linguistic background which affected their writing competencies. Subsequently, some recommendations were suggested to encourage learners to read more and practise writing more to improve their writing skills.

**Key words:** competencies-difficulties- English language teaching- foreign language learners-writing.

## **Résumé:**

L'expression écrite chez les apprenants de la langue étrangère est l'une des problématiques que nos élèves rencontrent lors du processus d'apprentissage. Le présent travail traite des difficultés de la production écrite en langue Anglaise. L'investigation a été entreprise avec les élèves de la 3<sup>ème</sup> année secondaire, filière scientifique des lycées urbains et ruraux de la Wilaya de Sidi Bel Abbas pour relever ces difficultés. Les résultats de l'enquête menée ont confirmé que les apprenants manquent de motivation pour l'apprentissage de la langue elle-même en plus d'une défaillance linguistique. Par voie de conséquence, des recommandations ont été proposées pour éventuellement aider et encourager nos élèves à lire davantage et produire afin d'améliorer leurs compétences et capacités de l'écrit.

**Mots clés:** apprenants-compétences- difficultés-langue anglaise- production écrite

## **الملخص:**

التعبير الكتابي عند المتعلمين وخاصة متعلمي اللغة الأجنبية الثانية أو الإنجليزية هي من بين إشكالات تعلم اللغة ككل. العمال المنجز في مؤسسات ولاية سيددبلعبا سمعتا منذ السنة النهائية شعبة علوم الطبيعة والحياة، كانيت لعل أسباب صعوبة الإنتاج الكتابي والتأثير بعد التحقيق، العجز اللغوي عند بعض المتعلمين بالإضافة إلى نقص التحفيز لتعلم اللغة ذاتها و عليها قتر حنا بعض الحلو لا لتيسر اعد التلاميذ على تحسين قدراتهم اللغوية والكتابية حتى يتسنى لهم تقديم تعابير مقبولة

## **الكلمات المفتاح :**

القدرات- الكتابة- المتعلمين- اللغة- المشاكل الكتابية